DOCUMENT RESUME

ED 462 850		FL 027 189

AUTHOR	Kuntz, Patricia S.
TITLE	African Language Instruction at the University of Wisconsin: A HEA Title VI-Funded Program.
PUB DATE	2002-00-00
NOTE	139p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*African Languages; *College Second Language Programs; Higher Education; *Program Development; Second Language Instruction
IDENTIFIERS	*University of Wisconsin

ABSTRACT

This paper describes the evolution of African language instruction at the University of Wisconsin, examining how faculty and staff have utilized state and federal funding to promote the national capacity in African language proficiency. Six sections describe the program's evolution: "Language Instruction at Wisconsin"; "Origins of African Language Instruction" (Arabic and indigenous languages); "The First Decade" (Arabic, Swahili, Xhosa, Hausa, and summer institutes); "Consolidation and Expansion" (language fellowships, students, faculty, teaching assistants, instructional training, and language requirements); "Pedagogy and Guidelines" (faculty, HEA Title VI mandates, inservice faculty training, course requirements, language tables, study abroad program, and outreach); and "Maturity" (faculty, language requirements, distance education, methods of teaching, Summer Cooperative of African Languages Institute, outreach, National African Language Resource Center, limitations, and recommendations). Twelve appendixes are included: language teaching faculty; pedagogical articles; African language textbooks and materials; dissertations supervised; language course offerings; required textbooks; enrollment at Wisconsin; FLAS fellowships; time for acquisition; Wisconsin summer language programs outreach Swahili programs; and National African Language Resource Center. (Contains about 100 references.) (SM)

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ED 462 850

AFRICAN LANGUAGE INSTRUCTION AT THE UNIVERSITY OF WISCONSIN:

A HEA TITLE VI-FUNDED PROGRAM

by

Patricia S. Kuntz
University of Wisconsin - Madison

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TABLE OF CONTENTS

LANGUAGE INSTRUCTION AT WISCONSIN 1

ORIGINS OF AFRICAN LANGUAGE INSTRUCTION 3
- Arabic 3
- Indigenous Languages 4

THE FIRST DECADE 7
- Arabic 7
- Indigenous African Languages 9
  - Swahili 9
  - Xhosa 10
  - Hausa 11
  - Summer Institutes 12

CONSOLIDATION AND EXPANSION 13
- Consolidation 13
  - Language Fellowships 14
  - Students 14
- Expansion 15
  - Faculty 16
  - Teaching Assistantships 17
  - Instructional Training 18
  - Language Requirements 18

PEDAGOGY AND GUIDELINES 20
- Faculty 20
- HEA Title VI Mandates 20
- Inservice Faculty Training 21
  - Institutes 22
  - Oral Proficiency Interview 22
  - Communicative Competence 23
- Course Requirements 24
  - Course Assignment Changes 24
  - Language Requirements 26
  - Hausa Grievance 26
- Language Tables 28
- Abroad Programs 28
  - Arabic 29
  - French/Ewe 29
  - Hausa 30
  - Krio 30
  - Swahili 31
  - Wolof 31
  - Yoruba 32
- Outreach 32
  - Arabic 32
  - Krio 34
  - Swahili 34

MATURITY 37
    Faculty 37
    Language Requirements 38
    Distance Education 39
        Arabic 39
        Swahili 40
        Yoruba 40
    Methods of Teaching 41
    SCALI 42
        Arabic 44
        Bakweri/Pidgin 45
        Swahili 45
        Twi 46
        Wolof 46
        Yoruba 46
        Zulu 46
    Outreach 47
        African Languages 47
        Arabic 47
        Fon 48
        Swahili 48
        Wolof/French 49
    National African Language Resource Center 50
    Limitations 53
    Recommendations 55

NOTES 59

BIBLIOGRAPHY 65
    African Language Programs 65
    Hausa Case Documents 67
    National Defense Education Act 68
    History of the University 69
    Personal Interviews/Correspondence 70

APPENDICES

A-Language-Teaching Faculty 74
    Historical List 74
    AY 1996-02 76

B-Pedagogical Articles 79

C-African Language Textbooks and Materials 81

D-Dissertations Supervised 85

E-Language Course Offerings 87

F-Required Textbooks 90

G-Enrollment at Wisconsin 93
H-FLAS Fellowships 102
I-Time for Acquisition 107
J-Wisconsin Summer Language Programs 112
K-Outreach Swahili Programs 116
L-National African Language Resource Center 118

LANGUAGE INSTRUCTION AT WISCONSIN

Language instruction has been an integral part of the University of Wisconsin (UW) curricula since the 1860s (Bogue & Taylor, 1975; Curti & Carstensen, 1949; Palzer, 1924). Early presidents hired scholars and instructors of Greek and Latin to teach students to obtain a reading knowledge in these languages (Frankenburger, 1893; Powell, 1981). Upon the creation of the Scandinavian Studies Department in 1875, faculty linked language instruction with other disciplines to focus on issues of Norwegian history and society (Naess, 1975). This interdisciplinary approach was the model for language and area studies programs created 80 years later.

Around the 1900s, most universities offered modern languages (French and German). President Charles Van Hise authorized a German Department and a residential German house for female students (Cronon & Jenkins, 1994). Instructors of French duplicated this model for their students. Later in the 1920s, the College of Letters and Science created a Department of Spanish (Larson, 1965). Thus, the UW had a complete set of departments which taught what language scholars today call the "commonly taught languages" (CTL).

On the "less commonly taught language" (LCTL) front, faculty offered languages upon demand. For instance, during the 1930s, Wisconsin legislators appropriated funds for the instruction of Gaelic and Polish as a response to citizen demand (Cronon & Jenkins, 1994). This support for Polish led to the creation of the Department of Slavic Languages in 1942. Later, faculty of Italian joined the Department of French and faculty of Portuguese joined the Department of Spanish. According to the 2002 timetable, the UW offered over 35 LCTLs at various levels of instruction through departments in the College of Letters and Science, the School of Business, the College of Engineering, and the UW Extension (correspondence and on-line).

This study describes the evolution of African language instruction at the UW. It examines how UW faculty and staff have utilized state and federal funding to promote the national capacity in African language proficiency. The study is divided into segments which mark changes. It begins with an overview of the program origins, then describes the consolidation of the program, followed by maturity and abroad programs, and ends with the current situation.

ORIGINS OF AFRICAN LANGUAGE INSTRUCTION

African language instruction at the UW is a relatively new phenomenon. The demand for various African languages followed the liberation in the 1950s and 1960s of African countries where these languages were spoken and the Civil Rights Movement in the United States (Burch, 1998; Gard, 1970). At the UW, the implementation of African language instruction followed a two-prong approach: one for Arabic (a colonial Asian language) and one for indigenous African languages.

Arabic

In the early 1950s, the Wisconsin Jewish community in Milwaukee and Madison lobbied the University to create a department for Hebrew studies. Because of the state policy requiring the separation of religion and state, the Wisconsin legislature would not initially finance a department of Hebrew studies. However, following President Edwin Fred's encouragement, Rabbi Baron and the Jewish community raised $75,000 to finance the operation of the department for five years and to recruit faculty (Rupp, 1987). To maintain political neutrality, the community donors agreed that the department should offer both Hebrew and Arabic. The committee recruited Egyptian-born, English-educated Menahem Mansoor from his Fulbright appointment at Johns Hopkins to be department chair.

In the first year (1955-56), he taught all the courses to 37 students.

Indigenous Languages

As dramatic as the founding of Arabic was, the creation of a department for indigenous African languages was comparable. After the launch of Sputnik I in 1957, politicians and educators viewed language proficiency as a national security issue. A year later the U.S. Congress legislated the National Defence Education Act, 1958 (NDEA). Title VI of that act and the reauthorized Higher Education Act, 1965 (HEA), provided funding for curriculum development and instruction in languages other than English, French, German, Latin, and Spanish at the graduate level. Area studies centers' initial focus was to support language instruction in which graduate students and professors could apply their language skills through research in Africa, Asia (East, Middle East, Southeast, South), Latin America, and Eastern Europe (Lambert, 1984; Dwyer, 1999).

In the early 1960s, Vice President Fred Harrington had shown great interest in internationalizing the UW (Cronon & Jenkins, 1999) in contrast to President E.B. Fred. Harrington, Edwin Heizer (International Agricultural Programs), and Henry Hill (International Programs Director) had already discussed USAID (United States Agency for International Development) projects with the deans of the School of Education and College of Agricultural Sciences. The Education dean had proposed a teacher-training project at Ahmadu Bello University in northern Nigeria (Hausa)[3] while the Agriculture dean (Jenkins, 1991) sought to create a land grant-like college of agriculture at the University of Ife (Obafemi Awolowo University) in southern Nigeria (Yoruba).[4]

Therefore, when on one Sunday afternoon in early 1961, Philip Curtin, an assistant professor of British Empire and Latin American history, proposed the idea of African language instruction, Harrington responded enthusiastically (Curtin, 1975). A recent trip to Africa funded by the Ford Foundation had convinced Curtin of the importance of emerging countries in Africa. To prepare Wisconsin students for government or academic positions, Curtin stated that they would require proficiency not only in a European colonial language such as French, German, Italian, Portuguese, or Spanish) but also in an African language. He was very clear that he did not want the study of African languages to be an adjunct to anthropology, linguistics, or comparative literature. Rather, he believed that a department must be created to house faculty who specialized in teaching and research of African languages as in departments for French, German, or Spanish. Furthermore, he claimed that scholars of African languages must be fluent in designated major languages and be willing to teach three levels on an annual, regular basis. In addition, the faculty would need to specialize in linguistics or literature. Curtin underscored that he did not recommend the ad hoc, informant approach used at Boston University, Northwestern University, or the University of California-Los Angeles (UCLA).

Internationally minded Harrington gave Curtin the approval to begin recruiting faculty and students. He traveled to the University of London's School of Oriental and African Studies (SOAS), the University of Ibadan, and to several universities in South Africa. During his travels, a colleague mentioned the name of Jan Vansina (Belgian) who was working in central Africa. Curtin telexed, telephoned, and finally persuaded Vansina to come to the UW for a joint appointment in the history and anthropology departments. However, one of Vansina's first duties was acting chair of the newly created Department of African Languages and Literatures (Department).

UW faculty, like faculty from other Big-Ten or CIC (Committee on Institutional Cooperation) universities, wrote proposals for NDEA (National Defense Education Act, 1958) funding. In September, 1961, four UW faculty members with specializations in African content formed the nucleus of the African Studies Program (ASP). In early 1964, Curtin received a 3-year NDEA grant which funded African language instruction and graduate student fellowships. By the 1964-65 academic year, Lyndon Harries, a scholar of Swahili from SOAS at the University of London, became the first language instructor in the Department.

THE FIRST DECADE

During the first decade both departments housing African languages experienced significant growth in faculty and student enrollments. Due to the shortage of U.S. language scholars, both chairs hired faculty from Europe, Africa, or Asia. Most of these expatriate professors were not familiar with U.S. educational administration practices in general or graduate programs specifically.

As a result of the instructors' limited familiarity with the UW's educational policies, the first students played an important role in shaping the two departments' requirements and regulations. For instance, for the Department, Curtin recruited three doctoral students. Harold Scheub came from UCLA where he initially was studying Swahili to pursue a literature doctorate. Scheub had spent two years teaching high school English in Uganda for Teachers to East Africa. Philip Noss, a Lutheran missionary, also had African experience and came to the UW to work on linguistics to use in Bible translations for languages of Nigeria and Cameroon. Paul Kotey, a Ghanaian, was the third doctoral student recruited. Kotey studied linguistics with a focus on Akan languages of Ghana.

Arabic (1956-1972)

At most universities, administrators and scholars place Arabic in "Middle East" or "Near East" studies programs with

Aramaic, Hebrew, Turkish, and Farsi. In the 1960s, administrators began to classify Arabic, a language originating from West Asia (Arabian Peninsula), as an African language. In 1967 under pressure from the Jewish community (Mansoor, 1971) and the faculty of the Department of African Languages and Literature, Mansoor began negotiating for Arabic to be moved from the Department of Hebrew and Semitic Studies to the Department of African Languages and Literature as a tenure-track position and not the adjunct one.

As chair and professor of Arabic, Menahem Mansoor felt strongly that students of Arabic should study both classical Arabic and colloquial Arabic (Mansoor 1971, 1972). This philosophy was accepted since many students aspired to Biblical scholarship and needed both for research. Instructors of Arabic comprised "native" speakers. Many instructors utilized recommendations advocated by the Arabic Language Academies for current technological words formed by Arabization, derivations, or compounding (Sawaie, 1985). A series of graduate students or lecturers (instructor with a M.A. or Ph.D.) taught Arabic at the lower levels. For instance in 1970 during the transition to the Department of African Languages and Literature, Mansoor hired Muhammad Memon to teach second and third year Arabic (Modern Standard) as a non-tenured, part-time instructor.

Travel in Arabic-speaking countries was an important component for students and faculty. Mansoor along with other faculty and department students created the Madison Biblical

Society in which members might travel to Israel to visit Christian as well as Jewish and later Muslim sites. Students of Arabic also participated in language programs held in Egypt (CASA-American University using Fulbright-Hays Funds) and in Tunisia (Bourguiba School of Modern Languages using PL 480 funds until 1977).

Indigenous African Languages (1964-1972)

The Department of African Languages and Literature began in the 1964-65 academic year under the direction of Jan Vansina with two levels of Swahili and Xhosa instruction. By the end of the decade, the language offerings had expanded to three levels and the Department had added Hausa and Gbaya. (Appendix A)

Swahili.

By the mid-1960s, the U.S. media and the film industry had popularized Swahili. Thus it was one of the first indigenous language to be taught in the Department. Vansina recruited Lyndon Harries from London where he taught Swahili literature and language and specialized in Swahili poetry.[10] Harries had gained his Swahili expertise as an Anglican missionary in Tanzania. Harries subsequently recruited Dunstan Shabani to assist him with the Swahili classes.[11] During Harries employment, he served the Department as chair and instructor of Swahili and East African literature until his retirement in 1981.[12] He died a year later.

During his tenure, Harries recruited two other scholars. Wilfred Whiteley, a linguist of Swahili, resigned following a year's leave-of-absence and returned to SOAS at the University of London where he died in 1972 (Carter interview).[13] He never actually taught Swahili in the newly created department. Therefore, in 1969, Harries recruited Patrick Bennett, another linguist and SOAS graduate via Michigan State University, to assist him in teaching the growing Swahili classes. Bennett specialized in Afro-Asiatic and Bantu languages. In addition to teaching Swahili, he frequently offered Kikuyu, tutored Kamba, or assisted in teaching beginning Arabic. He retired in 1998 to assist Philip Noss with translation contracts.

Xhosa.

The second language Xhosa was popularized by Miriam Makeba, a South African singer who performed at the UW in the early 1960s.[14] From London's SOAS via UCLA and the Wisconsin Institute for Research in the Humanities, Vansina and Curtin recruited the renowned South African professor Archibald Jordan (known as A.C.).[15] He taught two levels of Xhosa with his assistant Gideon Lebakong Mangoaela as well as Xhosa literature. During his four years at the UW, Jordan became instrumental not only in teaching Xhosa but also in introducing students to civil and political issues of South Africa. During his tenure at the UW, he published *Practical Xhosa Course for Beginners* as a text for his students. One of his first students, Harold Scheub, later completed a dissertation concerning Xhosa oral narratives after traveling widely in South Africa to record and to transcribe narratives.

Being a refugee from apartheid South Africa where he had taught literature at the University of Cape Town, Jordan and his family had much to learn about racial tolerance in "liberal" Madison (Ntantala, 1992). He was one of the first Africans hired in the College of Letters and Science. In October, 1968, Jordan died after a long illness.

In the fall of 1969, Daniel Kunene, a Jordan friend and colleague from the University of Cape Town via UCLA, replaced him as instructor of Xhosa and South African literature.[16] Like Jordan, Kunene was a creative writer of poetry and novels about South Africa and a political activist. In the 1970s, he along with others was instrumental in coordinating the divestiture of the University and the State of Wisconsin budgets of stocks in companies with branches in South Africa.[17]

Hausa.

A less known language to U.S. students was Hausa. Because of its importance in West Africa, Harries recruited a teacher. Again through SOAS in London via UCLA, Harries connected with A. Neil Skinner.[18] Skinner had a long career abroad with the British Colonial Office. He had spent two long tours in Northern Nigeria where he mastered Hausa and subsequently worked for the Adult Education Office (Skinner, 1992). In 1968, Skinner arrived from New Zealand ready to teach Hausa, Hausa literature in translation, and Hausa linguistics. He also taught beginning Arabic as needed. Skinner retired in 1989 to focus on writing a Hausa dictionary and grammars for several Nigerian languages.

Summer Institutes

In addition to funding for academic year language instruction, the NDEA also supported intensive summer language institutes. UW faculty applied for such funding and offered summer institutes for several years. In addition to the regularly taught languages mentioned above, graduates of the program taught other languages such as Bemba (Frost), Ga (Kotey), Gbaya (Noss), and Tamazight (J. Harries). Over 24 students obtained NDFL (National Defence Foreign Language) fellowships to offset the cost. (Appendix J)

By the summer of 1972, the Wisconsin African language program was clearly established and recognized nationally. Curtin's vision of four major African languages to be offered regularly had been fulfilled. (Appendix A, B, C, F) The first generations of graduates of the Department had obtained positions at major universities in the United States and in various African countries. (Appendix D) The employment placements demonstrated an increasing demand for employees with African language fluency and cultural sensitivity.

CONSOLIDATION AND EXPANSION

The second period (1973-1983) of African language instruction showed a consolidation of departments and a growth in enrollments and teaching materials.

Consolidation

In 1971, Dean Stephen Kleene (College of Letters and Science) approved the transfer of Arabic instruction from the Department of Hebrew and Semitic Studies to the Department of African Languages and Literature (Mansoor, 1971; 1972). In 1972, Lyndon Harries hired Fuad Megally, the editor of *The Oxford English-Arabic Dictionary*, to teach three levels of Arabic. When he did not obtain tenure after one year of service, Megally left. With little prior notice in the summer of 1973, Harries recruited Dustin Cowell, a doctoral candidate of Arabic literature, to develop an Arabic program and to hire a teaching assistant to help with the first-year course.

The Department of African Languages and Literature now had a language program envision by Curtin in 1961.[10] Curtin had sought to create a premier department that would offer a major language from four regions and would provide instruction at three levels annually: North Africa - Arabic taught by Cowell; West Africa - Hausa taught by Skinner; East Africa - Swahili taught by Harries and Bennett; and southern Africa - Xhosa/Zulu taught by Kunene.

In 1975, about 53 graduate students were enrolled in language courses. (Appendix E, G, I)

Language Fellowships.

Language fellowships were an integral part of the Department recruitment. In the 1970s, there were two or three fellowships holders for each major language. The NDFL (National Defense Foreign Language) fellowship later known as FLAS (Foreign Language and Area Studies) paid tuition and a living allowance. For non-Wisconsin residents, this fellowship was a great financial assistance.[20] During the FY 1981-1982, Wisconsin received $199,131 for FLAS fellowships to support graduate students studying Arabic or an African language. Indeed, this amount was the largest received by any of the HEA Title-VI African Studies Centers. (Appendix H)

Students.

Instructors of African languages recruited graduate students to fill the classes. Some anthropology, history, political science, and sociology recruits enrolled to obtain a HEA Foreign Language and Area Studies fellowship while returning Peace Corps volunteers,[21] missionaries, and former AFS (American Field Service) or EIL (Experiment in International Living) students or children of missionaries or diplomats in Africa enthusiastically sought an advanced level proficiency. When HEA Title VI funding began to decline, department staff sought other types of students including undergraduates with no African connections and international students. Department faculty argued that African language instruction could fulfill the undergraduate language graduation requirement.

Increasingly, undergraduate students enrolled. Some of these students were fascinated with the exotic clicks, tones, and writing systems. Other students had lived in an African country and sought to obtain training in an African language. Several students came to the language program to fulfill the three-semester, undergraduate language requirement. Some students were under the impression that African languages were easier to learn than the CTLs. Consequently, in the late 1970s, Harries taught a first-year Swahili class in an auditorium to over 60 students including some of the football players.

Expansion

This decade was also noted for reflection by national scholars of area studies. In 1979, President Carter held a series of meetings to evaluate education in the United States. The Perkins Report (1979) and several articles by Richard Lambert (1984), the Center for Applied Linguistics (1975; Clark & Johnson, 1982), and the Modern Language Association (Brod, 1980) summarized recommendations for the improvement of language instruction particularly for the federally funded resource centers which taught LCTLs such as the African ones (Hayward, 1978 & 1983). Subsequently, Michigan State University hosted the HEA Title VI African Studies Center language coordinators in an effort to increase the cooperation among Centers (Wiley & Dwyer, 1981). Patrick Bennett (Swahili) represented the UW.

Faculty.

During this period the Department hired three language instructors. Linda Hunter, a linguist and recent graduate of Indiana University, accepted a position to share Hausa teaching responsibilities with Neil Skinner.

Hazel Carter, a retired linguist from SOAS, assumed the duty of teaching two "southern African" languages Shona (Zimbabwe) and Kongo (Congo). While Bennett was at SOAS for a year (1980-81), Carter taught at the UW. Then, she returned after a two-year lapse to assume a 2/3 position until her retirement.

When Harries retired in 1981, Magdalena Hauner, a linguist at SOAS, replaced him. Shortly after accepting a position at the UW, she requested a leave of absence to work in Pennsylvania on her research. She returned to oversee the annual instruction of the three-levels of Swahili.

A component not part of the Curtin African language vision was the offering of ancient, dead languages. In 1973, the Department of Classics hired Barry Powell, a University of California-Berkeley graduate via Arizona, to teach Ancient Egyptian among other classical languages. The course was listed as a two-year program; however, many students continued studying by using an independent study course notation. Powell complemented the language instruction with a very popular undergraduate course entitled "Civilization of Ancient Egypt."

In addition to Classics students, several students from the Department of Hebrew and Semitic Studies and the Department of African Language and Literature enrolled. Eventually, the courses became cross-listed with the Department of African Languages and Literature. (Appendix A, B, C, D)

Teaching Assistantships.

Graduate students hired as teaching assistants (TAs) became an important component of the language program. With large enrollments, the Department chair could justify funding for TAs from the Dean. As in other language departments, the Department TAs for the most part had full responsibility for a language class and not merely the language laboratory activities or support duties. Initially, Ann Biersteker and Richard Lepine tutored students of Swahili and conducted weekly laboratory sessions.[21] Soon they were teaching first and second year Swahili. The Department also hired TAs for first year Arabic, Hausa, and Yoruba.

Although Bennett and Skinner advocated for the use of TAs as a means of graduate training and as another funding opportunity, they recommended that graduate students have a limited appointment. Bennett particularly opposed the policy at other HEA-funded institutions to hire graduate students as guaranteed employment to teach an African language throughout their graduate career. Some students actually taught for more than ten years and never completed their doctorate. The students involved in language teaching quickly discovered that language instruction unlike other courses required a substantial amount of preparation and frequently reduced the amount of time available for their own courses, research, and writing. Bennett actually wanted the Department faculty to encourage if not require all advanced-level language students to hold a language teaching position. Moreover, he believed that a teaching practicum for a semester would enable more students to have language teaching experience. This idea was not accepted by the Department faculty.

Instructional Training.

TAs and other graduate students took an active role in curriculum planning and instructional strategies. In 1975, several TAs and former Peace Corps volunteers arranged monthly meetings of language teaching faculty, TAs, and interested department students to present mini-sessions in an African language.[24] Constance Knop (Curriculum & Instruction) gave several preliminary demonstrations on developing lesson plans for interactive teaching of listening, speaking, reading, writing, and cultural activities. She used French and Italian as examples. The participants subsequently presented their adaptations as mini-lessons in an African language to others in the group, who acted as participatory observers.[25] Following the lesson, participants would critique the presentation in English.

Language Requirements.

The Department required students to study one language for a masters degree and a second one for the doctorate. Most students enrolled in one language for three years and a second one for two years. Often, the languages were linguistically or socially related. For example, students might take Hausa for three years and Arabic for two with the common feature being Islam and some Arabic derived words. Other students requested tutors to learn another language not regularly offered such as Shona, Twi, Ewe, Fula, or Amharic.

Several additional academic opportunities were available to students beside the Department graduate degree. Although the African Studies Program now offered a Ph.D. minor in which only second and third-year language courses counted, the graduate certificate and the undergraduate concentration had no African language limitation or requirement. Among the very few undergraduate students interested in a B.A. degree from the Department, most students chose to double major including another discipline.

This period demonstrated a consolidation of courses under the administration of one department. In addition, it exhibited a growth in student enrollments and language instructors. The Department seemed to have become an established entity.

PEDAGOGY AND GUIDELINES

The third period (1983-1993) saw a flurry of activities in discussions about methods of instruction and curriculum development, textbook design, and student assessment. Changes in programs occurred as a result of faculty hiring, government mandates, faculty in-service, course requirements, abroad programs, and outreach.

Faculty

Faculty changes continued to occur during this period. A. Neil Skinner retired in 1989 from a long career in teaching Hausa. Antonia Schleicher, a Nigerian, came to teach Yoruba after a one-year contract at Yale University. She filled Skinner's faculty line but not his language instruction duties.

HEA Title VI Mandates

The U.S. Department of Education (USED) required language instructors to reexamine the goals and expectations for their language programs (Bennett, 1985; Bennett & Biersteker, 1986; Brecht & Walton, 1994; Brod, 1980; Dwyer, 1986; Hiple & Dwyer, 1988; Scheub, 1986; Wiley & Dwyer, 1980). U.S. legislators wanted to know if 30 years of funding had produced U.S. citizens who were proficient in reading, writing, speaking, listening, and cultural sensitivity at an advanced level. The advanced level was the one that a national assembly of linguists, educators, and administrators determined to be necessary for employment in government agencies (e.g., CIA, FBI, USIA, Department of State) and international businesses (e.g., Pepsi Cola, Ford, Kodak). By the summer 1991, the UW still received the largest amount of FLAS fellowships from among the 13 contestant universities. (Appendix H)

During this time, the Center for Applied Linguistics conducted surveys of HEA Title VI Centers' concerning language materials development (Clark & Johnson, 1982; Stansfield & Galloway, 1993; Stansfield & Harman, 1988?). As a result of the findings for Arabic and indigenous African languages, UW faculty began to review their holdings in the language laboratory (Van Hise Hall) and in the graduate library (Memorial Library). Soon after this publication, Patrick Bennett (Swahili) among others lobbied for inservice training programs for language teachers.

Inservice Faculty Training

In addition, the USED required HEA language instructors to obtain training in language assessment of their students. The oral proficiency interview (OPI) developed by the American Council on the Teaching of Foreign Languages (ACTFL) became the instrument of choice. Later in the early 1990s, the U.S. Department of State wanted to know why they still had to recruit Arab and Somali nationals rather than U.S. citizens to translate during the Gulf War and Somali "invasion." Consequently, ACTFL staff and CTL trainers began to work with HEA Title VI language coordinators to give training workshops for teachers of the LCTLs and particularly African languages.

Institutes.

Bennett took the lead in securing USED funds for teacher institutes. In 1986, he received funding for a 3-week institute which focused on Arabic. Instructors of Arabic from African Studies and Middle East Studies Centers attended.

In 1987, Bennett with Ann Biersteker (his former student) and David Dwyer (language coordinator at MSU) obtained funding to assemble instructors of African languages to discuss with ACTFL consultants methods of training language instructors (Hiple & Dwyer, 1988). Participants formed the African Language Teachers Association (ALTA) at that meeting and they agreed on several topics for future workshops (Dwyer, 1991). In 1992, ALTA members and participants agreed on several task forces to focus on specific language needs and to create a language learning framework (Dwyer, 1999; Moshi, 1999 & 2000). Linda Hunter agreed to chair the Hausa task force and Antonia Schleicher agreed to chair the Yoruba one.

Oral Proficiency Interview.

In 1988, Bennett again arranged an ACTFL oral proficiency interview (OPI) workshop to enable instructors of African languages to become certified as interviewers. Most of the Wisconsin instructors (faculty and TAs) of African languages attended (Kuntz, 1993) and selected training in Arabic, ESL, French, or Spanish. Since OPI certification was not available for any African language, Carter, for example, obtained an OPI certificate as a tester of French and applied the training to Shona and Kongo. Quickly, she became overwhelmed with calls by speakers of French to have her evaluate them. However, she rarely had a call to assess speakers of Kongo, Shona, or Tonga. When her three-year certification ended, she let it lapse.

Because the implementation of the OPI was time consuming and patterned after training in a European language or Arabic, most instructors, if interested, sought training in an abbreviated instruments called the SOPI and MOPI developed by the Center for Applied Linguistics. However, few if any Wisconsin African language teachers obtained training in the implementation of any of these assessment instruments.

Communicative Competence.

Another USED mandate signaled an important conceptual shift that broadened language instruction. It required instructors to teach in an approach that stressed oral and intercultural communicative competencies. In addition, the mandate emphasized multiple aspects of the communication process such as grammar, social context, discourse, and strategic usage (Fantini, 1999). The mandate also advised language instructors to integrate the National Standards of Foreign Language Learning (communication, cultures, connections, comparisons, and communities) into instruction.

For many instructors who were trained as linguists or "literaturaticians," this requirement was very demanding and for others annoying. Furthermore, several expatriate instructors saw little value in catering to the USED's mandates particularly when the UW's tenure and promotion criteria were not based upon implementation of the OPI or teaching in a communicative approach. The predominate method of instruction in the past had been grammar-translation or audio-lingual in a teacher-centered environment. To retool in this new methodology took time away from research and book publications essential at a research university (Kuntz, 1994, 1993b; Schleicher & Moshi, 2000).

Course Requirements

Changes in the language requirements happened throughout this period. These changes included the number of courses assigned to language instructors, the language requirement for certification or degrees, and the use of international scholars to teach languages such as Hausa.

Course Assignment Changes.

Several of the professors who had previously taught languages accepted new teaching assignment that attracted large undergraduate enrollments to literature courses. For instance, as part of a Department decision to provide greater number of undergraduate literature courses, Daniel Kunene (Sotho/Xhosa/Zulu) no longer taught southern African languages. He now offered courses in "South African Literature," "African Poetry," and the "Theory of African Literature." Likewise, Linda Hunter (Hausa) began to teach the course "Introduction to African

Languages and Literature" for undergraduates. At the same time, Bennett no longer taught Swahili. He focused on linguistic courses, oversaw language tutorials, and taught on occasion "Kikuyu Literature in Translation." This strategy enabled undergraduate students having no previous contact with Africa (unlike most U.S. graduate students) to explore the option of a graduate degree in African studies. These courses also fulfilled an undergraduate multicultural distribution requirement. At the same time, the College of Letters and Science deans were stressing the importance of quality undergraduate education.

This Departmental decision had changed the focus from graduate students studying languages for research to undergraduate students completing language requirements for graduation. This change had implications on the stability of enrollments and continuity in the language program. Faculty had to place caps on registration for first year Arabic and Swahili. At the same time, the faculty agreed to change the annual three-level language offerings to a two-level annual offering on a rotational basis for Hausa and Yoruba. By doing so, Hunter and Schleicher could offer courses in their specialty rather than just language courses. Consequently, more students enrolled in Arabic (often Arabic-speakers seeking reading proficiency) and Swahili (name recognition popularized by television) which led to three levels being maintained on an annual basis.

Language Requirements.

In order to obtain a Ph.D. minor, certificate, or concentration in African Studies, students were not required to study an African language as already mentioned. However, now if students sought to use African language credits, they could not use credits already allocated for an undergraduate language requirement (4 semesters) or credits from the first year courses (10/8 credits). This stipulation often forced students to choose courses other than African language ones.

To meet the demands of students from Africa for a Ph.D. from the Department, the faculty adjusted the language requirement to a reading proficiency examination or completion of a third-year language course. With this change, students from Africa were no longer required to study a second Africa language. The consequence was a drop in enrollment of students from Africa in language classes at a time when the Department was seeing an increasing number of graduate students from African.

Hausa Grievance.

The quality of teacher instruction became a major issue in the Fall of 1990. Hunter went on leave and was replace by a Nigerian scholar. At the beginning of the semester, Umaru Ahmed arrived as a Fulbright Scholar with experience teaching Hausa to non-Hausa Nigerians. As part of his appointment, he taught second year Hausa (363/4). During the fall semester, students complained to appropriate administrators concerning the quality of his instruction. Following the posting of first-semester grades, 34 of the 43 students filed a grievance against the Department and the University. Their grievance alleged that Ahmed gave favorable treatment to European-American students in both instruction and grading policy. The Washington Office for Civil Rights conducted the investigation and concluded that the University was in violation of the students' civil rights. Grades were eventually raised and Hazel Carter (Shona/Kongo) replaced Ahmed as instructor supported by a TA who was a native-speaker of Hausa for the second semester. The University's and students' representatives signed the settlement agreement 24 March 1992 (*Wisconsin Week*, *Daily Cardinal*, *Badger Herald*, *Milwaukee Journal*, *Capital Times*).

The episode was probably the lowest point in the language program since the Department creation. This case underscored the need for teacher education, teacher experience in language teaching of U.S. students, and the questionable benefits of "native" speakers as instructors of lower level courses particularly of undergraduates. For many language pedagogues, this event illustrated what they had warned for years: "native" speakers do not necessarily make effective language teachers and a good language teacher in one's native culture/country does not make an effective teacher in another culture/country. However, with training and apprenticeship, a "native"-speaking teacher could acquire multiple teaching methodologies necessary for undergraduate and graduate instruction.

Language Tables

In an effort to increase oral, communicative competencies of students, language instructors created language tables. TAs or a third-year student typically hosted the informal discussions rather than faculty. In such a setting, students and other participants were free to attend and to discuss a variety of topics. Generally, students and community folks met in a convenient place on campus to talk for an hour or two in the target language. As these language tables' popularity grew, several weekly opportunities were available. The Arabic table generally met on Fridays after noon prayers for a couple of hours while the "Mesa ya Kiswahili" (Swahili table) met several times a week and sometimes more advanced students met at a home for a potluck supper called "Chamba cha Chai." Hausa and Yoruba tables were less popular as a result of lower enrollments and fewer number of expatriates in Madison.

Abroad Programs

Abroad language programs had become a necessity for graduate students to increase their level of proficiency to an advanced-level and to learn more about the target-language culture. These programs also enabled students to make tentative arrangement for doctoral research. Most students enrolled in programs funded by the USED Center for International Studies Group Projects Abroad (GPA) with Fulbright-Hays money.

Arabic.

Faculty members from Middle East Studies Centers had obtained grants from the USED GPA to support graduate students to study Arabic abroad. In 1967, Centers' faculty of Arabic formed the Center for Arabic Studies Abroad (CASA) in Cairo to enable students of Arabic to study during the summer and later for an academic year at the American University in Cairo (Amyot & Matromarino, 1992). Other language programs in which UW students participated included the University of Utah Program at the Bourguiba School (University of Tunis); the University of Virginia Program in Irbid, Jordan (Yarmouk University); and the University of Florida Program in Heliopolis, Egypt (Ain Shams University).

In addition to these open enrollment programs, the UW African Studies Program organized two Arabic-related programs. Betty Wass (African Studies Program) with Dustin Cowell (Arabic) organized an academic year program at the American University in Cairo which did not entail the competitive exam of the CASA program. Both Wass and Cowell had worked at the institution and were familiar with the CASA program.[11] About the same time Edris Makward and Mark Tessler (UW-Milwaukee, International Studies) developed a summer program at Mohammed V University in Rabat, Morocco.

French/Ewe.

In order to provide students of French with an opportunity to study in a Francophone African country, Patricia Kuntz

(African Studies Program) and Silvano Garofalo (Italian/ International Studies) negotiated a cooperative agreement with Merrick Posnansky (UCLA-History) for students to attend the University of Togo in Lomé, Togo. Over the period of several summers beginning in 1990, several UW students studied in French in Togo rather than France. Upon the retirements of Garofalo and Posnansky the liaison terminated, and UW students lost this West African opportunity.

Hausa.

Like the Arabic programs above, the Hausa program utilized USED Fulbright-Hays funds for language GPAs. Since many of the early (1970-83) students of Hausa had been Peace Corps volunteers in Nigeria or Niger, they did not have a compelling need to study abroad as did students of other languages. Nevertheless, Will Leben (Stanford) submitted a proposal for several alternating years during the late 1980s and 1990s. Several UW students participated in these Hausa GPA program. Antonia Schleicher (Yoruba) assumed the coordinating duties of the Hausa program between 1992 and 1995 which was hosted by Bayero University in Kano, Nigeria.

Krio.

For several years, Linda Hunter (Hausa) and Fred Hayward (Political Science & International Studies Programs) organized an academic year exchange program to Fourah Bay College in Freetown, Sierra Leone. Undergraduate students exchanged with graduate students in a cost sharing arrangements. UW students learned their Krio at Freetown. The program ceased when political changes occurred in the country and when Hayward resigned his position at the UW.

Swahili.

As mentioned above, the USED sponsored GPAs for Swahili beginning in 1984. In 1983, Ivan Dihoff (Yale) and Ann Biersteker (Northern Illinois) had written the first language proposal. For several summers, Dihoff and Biersteker alternated leadership to Kenya. In 1987, instructors of Swahili had utilized the grant to fund about 15 nationally (HEA Title VI Centers and non-Centers) recruited graduate students of Swahili to study in Kenya or Tanzania. This program has continued annually since that time but the location has changed depending on East African coordinators and instructors. For example in 1989, the program was four weeks in Malindi, Kenya two weeks at the Swahili Language Institute in Zanzibar, and one week at the University of Dar es Salaam in Tanzania.

In the early 1990s, Magdalena Hauner (Swahili) spent several years involved in Swahili programs. She led the summer GPA in 1991 to study at three language institutes in Tanzania. She also collaborated with the University of Florida to create an academic year program at the University of Dar es Salaam.

Wolof.

In 1992, Edris Makward (Dir., African Studies Program) negotiated an exchange program to Université de Saint-Louis in Senegal (also known as Université Gaston Berger de Saint-Louis).

Like the Krio program a decade earlier, this liaison also involved a USIA-funded exchange between the universities in Madison and Saint Louis for faculty. Although no Department faculty taught formal classes in Wolof, students could work on their own or with a tutor and use the prepared materials in the language laboratory.

Yoruba.

The USED also sponsored a GPA for students of Yoruba. However, for financial and logistical reasons, the GPA officials required that this program include students of Hausa. For this reason, Schleicher (Yoruba), the leader for the first three summers (1992-95), had to negotiate with two sets of Nigerian universities. The students of Yoruba studied at the Obafemi Awolowo University in the south. Because of the political situation in Nigeria, USED later cancelled the program for several years.

Outreach

During this decade, the African Studies Program Outreach director worked with various language faculty and students to promote African languages in the local public schools and during on-campus summer programs.

Arabic.

Menahem Mansoor (Hebrew & Semitic Studies) and Patricia Kuntz (African Studies) collaborated with Department faculty and students to offer instruction to K-12 students, teachers, and the general public. For example, in 1986, after several years of requests, Mansoor negotiated with the University of Wisconsin-Extension to design a correspondence course for Arabic. Dustin Cowell (Arabic) and several TAs collaborated with Mansoor to write a teaching manual for first semester Arabic.[12] The readers (i.e., instructors) for the correspondence course were TAs of Arabic. The students enrolled in the correspondence course from different backgrounds. Many of them had an ethnic connection to an Arabic-speaking country or to Islam. The second semester course utilized the standard text (Abboud, P. et al. (1983). *Elementary Modern Standard Arabic*) used by many U.S. instructors of Arabic. Over 200 students enrolled in this program over the years (Kuntz, 1999).

In order to promote Arabic at the pre-collegiate level, the outreach director recruited several Wisconsin language or social studies teachers to enroll in a three-year summer program at Ohio State University. The director modelled this training after similar programs for Japanese and Chinese at the UW (Kataoka, 2000; Muira, 1998). Beginning in the summer of 1990 and continuing through the summer of 1992, two teachers learned basic Arabic under the supervision of Mahdi Al-Osh and his staff. Upon their return, the Green Bay School District hired one of these teachers to instruct beginning Arabic via distance delivery. The four-week (1 hour), video-taped program served about 10 schools and from 80-100 students.[13]

Krio.

The Madison Metropolitan School District and the African Studies Program received a three-year USIA grant (1987-90) for a teachers exchange with secondary teachers in Freetown, Sierra Leone.[11] To prepare for their Freetown assignment, Madison English or social studies teachers participated in a summer beginning Krio course. Sierra Leonean students (Joko Sengova and Sheikh Kamarah) from the Department taught the course under the supervision of Linda Hunter (Hausa). She and her graduate students facilitated orientation programs for this group.

Swahili.

A third set of programs utilized students and TAs of Swahili to teach pre-collegiate students. (Appendix K) To enable elementary and middle school students to experience Swahili and East African culture, Magdalena Hauner (Swahili) assisted in identifying teachers and facilitating the curriculum development for each program. First, after several years of lobbying by several African American parents, two graduate students (Anne Lessick-Xiao and Francis Eshun) agreed to teach Swahili at Madison West High School as part of the world language department. Lessick-Xiao was trained as an ESL teacher while Eshun had taught English in a Ghanaian high school. Funding for salaries and materials came from the UW System Institute for Race and Ethnicity.

Second, as part of the undergraduate honors program, several undergraduate students taught elementary school students in an afternoon mentor program at two schools. While Lessick-Xiao was a TA of first-year Swahili, she oversaw this component and provided materials and ideas from a language methods course that she had recently taken.

Third, for a period of six years, a cadre of graduate students taught Swahili for two to six weeks during the summer to a variety of middle school students (Kuntz & Lessick-Xiao, 1995). Some of the UW-sponsored programs included College for Kids (gifted and talented 5th graders), College Enrichment (6-8 grade minority students from Milwaukee), and School Access (6-8 grade minority students from Milwaukee) (Kuntz, 1993a).

Fourth, several community centers such as WilMar Center and South Madison Center also offered Swahili. Many of the students who participated in these assignments eventually obtained collegiate teaching appointments.

Finally, Department graduates continued to push language instructors towards digital excellence. In 1992, in an effort to improve the practice of reading and writing skills, Patricia Kuntz and several colleagues created an Internet list service called "Swahili-L" (Kuntz, 1995, 1993c). This service was the first one available for an African language. Over 400 teachers, students, government officials, and the general public around the world discussed issues on-line <swahili-l@relay.doit.wisc.edu> concerning Swahili and East Africa in Swahili (no English permitted).

This period ended with a recession resulting in budget cuts. Language teachers had to be more judicious with their time and the Department budget. In addition, the faculty decided that they would teach only two courses per semester. Consequently, several instructors also began a practice of teaching one language course and one discipline-related course. This decision led to the hiring of more adjunct, part-time instructors. Finally, faculty became aware that students and funding agencies sought quality language instruction.

MATURITY

The fourth period (1993-2002) demonstrated maturity. After 38 years of service (1964-2002), the Department had established its reputation and durability. In 2002, the African Studies Program won a three-year HEA Title VI grant of which $204,000 were for 14 language fellowships. However, changes did occur including faculty, language requirements for federal funding, distance education courses, a methods course, a coordinated summer language institute, abroad program offerings, outreach, and the National African Language Resource Center (NALRC).

Faculty

Although three of the four language professors (Harries, Skinner, Bennett) hired in the 1960s retired, the program continued with College of Letters and Science support to hire replacement faculty. Hazel Carter (Shona/Kongo) retired in 1995 following 15 years of UW service. In 2000, Dean Makuluni came to teach literature courses and also agreed to teach Chewa. Subsequently, in 2001 the Department hired Moneera Al-Ghadeer, a second professor of Arabic, to share the Arabic teaching responsibilities with Dustin Cowell. While Antonia Schleicher directed the NALRC, Yomi Fabiyi and Afolabi Olabode, visiting instructors, taught her Yoruba language and culture classes.

Title changes occurred during this period. The University recognized the scholarship of language instructors (second generation). Four of the tenured faculty (Cowell, Hauner, Hunter, Schleicher) earned full professor status. Schleicher received a mini-grant during the summers of 1993 and 1994 at the National Foreign Language Center to work on pedagogical issues concerning Yoruba. Several of these faculty assumed leadership roles in ALTA for specific languages: Hausa - Hunter, Swahili - Hauner, and Yoruba - Schleicher. In Magdalena Hauner's case, she collaborated on a manual for teaching Swahili (Moshi et al., 1999). During the academic year 1999-2000 while Linda Hunter was on sabbatical leave, Hauner assumed the duties of department chair. Since the Department secretary Christine Willard-Waldo resigned after twenty years of service, Hauner spent most of her time conducting administrative duties.

Language Requirements

The acceptance of language credit for completion of benchmarks was critical for increasing language enrollments. Several scholars (Al-Abed Al-Haq, 1999; Kuntz, 1996) surveyed students of Arabic about their motives and attitudes in language learning. The results helped to improve curriculum development and instructional design. The African Studies Program, a non-credit awarding division, revised requirements for the certificate (20 cr. for graduates) and concentration (15 cr. for undergraduates and specials). The faculty allowed any African language course to meet the credit specifications.

The Department minor required a reading proficiency in an African language. Students could meet this requirement through examination and/or language courses. Most international students took the examination while U.S. students chose to take classes.

Although no student used Ancient Egyptian as credit for certificate, concentration, or minor, it gained in popularity. In the AY 1993-94, Barry Powell agreed again to offer a course as an overload assignment to serve the needs of students in Classics.[16] To his astonishment, over 10 students enrolled including several special students among whom one was an Africanist. Many of the students continued for several years progressing to the point of translating critical works and presenting papers at professional meetings.[17]

Distance Education

In the late 1990s, Dean Phillip Certain (Letters and Science) and Chancellor David Ward (UW-Madison) encouraged faculty to utilize computer technology in their courses. The use of technology to disseminate courses to a wider audience and to supplement on-campus courses increased. The Department faculty experimented with different formats.

Arabic.

In the Spring 1998 semester, Dustin Cowell provided third year Arabic instruction to Madison and Milwaukee students through interactive video. The costs were shared with a Polish course prepared in Milwaukee for Madison students. Cowell's Madison

Arabic class met at the Pyle Center for 80 minutes on Mondays and Wednesday followed by two 50-minute laboratory sessions. This format was not continued the following year.

Swahili.

Magdalena Hauner took another approach. She obtained funding from the Committee on Institutional Cooperation (CIC - Big Ten Universities) to develop an on-line Swahili course with her former student Richard Lepine at Northwestern University in cooperation with faculty from the University of Minnesota. In 2002, the course was still in development.

At the same time, Hauner and some of her TAs (Stephen Corradini, Anne Lewinson, Marie Kruger, and Katrina Thompson) gained funding from the College of Letters and Science to prepare a Web-based writing component for first-year Swahili by using the software WebCT. In AY 2000-01, campus students began using the WebCT course to expand reading and writing practice so that they could maximize their in-class oral activities. Some of the on-line activities included weekly quizzes, up-graded exercises, and writing a personalized homepage in Swahili. There were synchronous chats and asynchronous discussions.[38]

Yoruba.

Antonia Schleicher decided to use CD-Rom technology for her new first-year textbook (Schleicher 1993a, 1997). With major funding from the Division of Instructional Technology (DoIT), she could hire a technician and several students to develop interactive lessons. The University and the National Council on

Organizations of Less Commonly Taught Languages (NCO-LCLT) recognized her for creating a model using this type technology for language instruction. Students could purchase the inexpensive CD-Rom or use the one loaded on computers in the language laboratory. Schleicher's success led to refunding for the preparation of a CD-Rom to accompany her second-year textbook (Schleicher, 1998).

Methods of Teaching

Following the model of the Department of French and Italian, Antonia Schleicher (Yoruba) created a course entitled "Methods of Teaching African Languages: Theory and Practice" for graduate students interested in teaching African languages. She among other language teaching faculty recognized that most graduates of the Department had little formal language teaching experience. Furthermore, these professors believed that the Department had an obligation to offer a pedagogy course for all students as well as for current teaching assistants (TAs) of Arabic, Hausa, Swahili, and Yoruba. Typically, graduates secured employments which included a language-teaching component. As for the UW TAs, they often taught several levels of an African language.

In the fall 1996, Schleicher began to offer the course. After that, she offered the course once per year in alternating semesters. She required knowledge of an African language which implies the students were "native" speakers or had studied three years of a language. Several of the students' research papers

evolved into presentations at an ALTA (African Language Teachers Association) meetings (Schleicher & Gleisner, 2001) or into a National African Language Resource Center (NALRC) publication (Thompson & Schleicher, 2001).

In addition to this annual course, the faculty required all TAs to participate in a one-week workshop for UW TAs of languages held during the fall orientation week. TAs representing over 30 languages saw demonstrations and practiced different teaching methods in small, heterogeneous groups.

SCALI

Summer Cooperative of African Language Institute (SCALI) was the product of the federal government's emphasis on advanced-level proficiency. Faculty from most HEA Title VI African Studies Centers cooperated to share funds and expertise to host a centralized program. Teachers argued that by collaborating, they could generate larger classes, could gain some intensive instructional training, could teach less common African languages, and could offer upper-level courses. Beginning in 1992, the responsibility rotated among funded campuses; however, administrators recruited teachers and students nationwide.

The faculty of the Department agreed to host several SCALIs. During the 1998, 2000, and 2001 summers, the eight-week institute drew teachers and students to the campus for intensive language instruction. Each summer the languages and levels varied depending upon student demand and availability of an instructor.

The directors recruited most staff from other supporting SCALI universities to distribute the cost. Students attended classes Monday through Thursday for four hours. Once a week these students among others would see a film concerning Africa and during the weekends there were social activities. Part of the assessment of students' proficiency was a class skit in the target language.

For two summers, Mark Lilleleht, a graduate student in the Department, under the direction of Antonia Schleicher (Yoruba) in 1998 and Magdalena Hauner (Swahili) in 2000 assumed the administrative duties. During the 1998 summer, instructors taught 35 students one of eight languages: Chewa I/II, Hausa I, Lingala I, Luganda I, Swahili II, Wolof I/II, Yoruba I, Zulu I/II. Edris Makward team-taught Wolof I with Cherif Correa a Department graduate student (African Lang. & Lit., 1998; News & Notes, 1998). In 2000, instructors taught Bamana II, Chewa I/II, Hausa U, Setswana I, Swahili I/II, Xhosa I, Yoruba I/II, and Zulu I (News & Notes, 2000).

In 2001, Jared Banks (graduate student) and Aliko Songolo (French & Dir., African Studies Program) administered SCALI's 12 teachers and 53 students. The languages included Afrikaans I, Bamana I, Fula I, Swahili I/II, Twi I, Wolof I/II, Yoruba I/II, and Zulu I/II (News & Notes, 2001). The NALRC hosted a workshop for teachers prior to SCALI and continued to collaborate on curriculum projects during the summer. After three years of SCALI, Department and Program staff relinquished the duties to

Michigan State University for the 2002 summer (News & Notes, 2001; Ulimi, 2001).

Abroad Programs

In the 1990s, faculty at the UW made every effort to provide an abroad opportunity for all the regularly taught languages. They also collaborate with other institutions and organizations to expand language and cultural programs.

Ancient Egyptian.

In 1998, Barry Powell offered a three-week tour of Syria and Jordan. The itinerary focused on Ancient Egyptian and Roman ruins in the two countries.

Arabic.

The Arabic program at the American University in Cairo continued to attract upper-level students. However, upon the departure of Mark Tessler and the retirement of Martine Meyer from the University of Wisconsin-Milwaukee, the program at Mohammed V University in Rabat ceased.

Nevertheless, other summer Arabic programs multiplied quickly. A number of new programs emerged in Morocco including one in Tangier (Georgetown University/AIMS), one in Meknes (University of Texas), one in Ifrane (SUNY-Binghamton), and another at the Arabic Language Institute of Fez (University of Florida and Washington University). In addition, the American Institute for Yemeni Studies offered 12-week graduate fellowships to study at the Yemen Language Institute in Sana'a, and Cornell

University held a program at Beir Zeit University in Palestine. In the aftermath of the Israeli-Palestinian fighting and the September 2001 attack in New York, administrators cancelled several programs. However, the UW Cairo program continued.

Bakweri/Pidgin.

Although the Cameroonian government did not permit the instruction of Cameroonian languages in public schools, students attending the University of Buca in anglophone Cameroon could still learn some local languages. It was possible for students to hire tutors or interact informally with the community population in order to learn Bakweri or "pidgin." Several linguistic instructors also were willing to teach non-Cameroonian African languages such as Swahili.

Swahili.

The Tanzania academic year program organized with the University of Florida at the University of Dar es Salaam came to an end several years after its creation. Following the 1999 bombings of the U.S. embassies in Nairobi and Dar es Salaam, this program no longer existed. The University of Florida created an alternative program in Uganda in which UW students could participate. However, most UW students chose to enroll in the University of Minnesota Uganda program since Minnesota and Wisconsin had a reciprocal tuition agreement.

The USED summer GPA to Tanzania continued under the direction of various language instructors on a rotational basis.

Typically, two or three Wisconsin students attended funded by FLAS fellowships. (Appendix H)

Twi.

The new program to Ghana sponsored by the CIEE (Council on International Education Exchange) in New York replaced the Wisconsin Sierra Leone program. However, students could not always plan to study Twi prior to the program or upon their return to campus except at SCALI (see above) or with a tutor. Wisconsin did not offer a regular, three-level program in Twi.

Wolof.

The Université Gaston Berger de Saint-Louis exchange continued with eight students participating in 2000. Like students of Twi, these students could study Wolof during SCALI in the summer preceding or following their program. The program became popular after administrators incorporated a three-week orientation at the UW for students and their parents.

Yoruba.

The USED Yoruba GPA attracted sufficient students for Yoruba such that the director no longer had to oversee the Yoruba and Hausa programs. The director could then focus on collaboration with faculty at Obafemi Awolowo University at Ile-Ife, Nigeria. When USED funded the program in alternating years, the UW usually sent one student.

Zulu.

Beginning in 1996, Yale University proposed a USED GPA to South Africa and received funding. With the end of apartheid in South Africa, UW students and faculty were eager to have an experience in that country. For example, Daniel Kunene (Xhosa/Zulu) returned to South Africa after 30 years in exile. Now students of Zulu could immerse themselves in the language and culture. The host institute was the University of Natal in Durban.

A trend seen during this period was to provide language programs abroad for intermediate-level students by the Department faculty sponsorship and coordinated through the Office of International Studies and Programs.

Outreach

Although in 1995 the African Studies Program faculty terminated the outreach position (academic staff) in a cost-saving measure, language outreach continued.

African Languages.

As part of the NALRC's outreach effort, Carol Compton wrote a proposal for funding an African language and culture course for students at the local charter school, Wright Middle School. Although the proposal was not successful, parents and community leaders praised the idea. In AY 2001-02, several other area middle schools began to offer such a course.

Arabic.

The UW-Extension program continued its two, first-year Arabic courses. However, in January 1999, the Extension administration decided to phase out the correspondence component (Kuntz, 1999). In AY 2000-01 Arabic instruction was not converted to Internet web-format as were some of the other LCTLs. Despite the heighten interest in Arabic brought about by the attack on New York in September 2001, UW-Extension administrators still did not believe that an Arabic course was cost efficient.

In January 2001, as a result of the local demand for Arabic instruction, Madison Area Technical College offered a ten-week, non-credit beginning course. The instructor Moshir Achkar was not affiliated with the Department or the University or aware of Arabic programs at the UW. During the second year, he enrolled 20 students and had a waiting list of about the same number.

Fon.

Under the leadership of Eileen McNamara (African Studies Program), a group of 15 Wisconsin teachers of French spent a summer in Benin. Some of the participants studied Fon in an effort to learn about one of the languages of Benin. They subsequently gave presentations at the Wisconsin Association of Foreign Language Teachers and the Central States Conference (American Council on the Teaching of Foreign Languages). Their presentations included elementary lessons in Fon.

Swahili.

College Swahili programs were also an important outreach activity. One graduate student, Kayla Chapeyator (Kay Ellis), developed several collegiate programs. During the fall semester for several years, she taught intensive Swahili on the weekends at Carroll College (Wisconsin). Subsequently, she taught Swahili several times during the summer session at Kalamazoo College (Michigan).

Unfortunately, the summer precollegiate programs were phased out. Low pay, lack of resources, and other professional commitments discouraged many capable Department students from teaching. However, in 1998 Katrina Thompson, a graduate student, agreed to teach Swahili at the African American Ethnic Academy of Madison on Saturdays for two, half-hour classes. For five months, she taught beginning level to elementary and middle school students. Unlike the previous K-12 Swahili outreach programs, attendance was voluntary and irregular. Consequently, her students progressed slowly.

In addition, Swahili-L service continued for seven years through December, 1999. At that point, the Division of Instructional Technology (DoIT) responsible for the server changed its policy concerning use of the mainframe computer. DoIT administrators required all campus listservs to have active faculty sponsorship. Since increasing numbers of Department faculty were involved in Web-based technology, Department faculty were not interested in maintaining a language listserv.

Wolof/French.

To replace the three-prong program in Sierra Leone (teachers, students, and faculty exchanges), African Studies staff collaborated on another program. Edris Makward (African Studies Program) had successfully negotiated a USIA-Institutional Exchange with University of Saint-Louis, Senegal, and a student exchange through the Wisconsin International Studies and Programs. A participant in the 1994-95 student program organized a mail exchange. Amy White, an assistant teacher at the UW Preschool, arranged for her young pupils to send letters and pictures to peers at the Ecole Maternelle d'Application in Saint-Louis (News & Notes, 1996).

After a trip to Senegal in 1995, Patricia Kuntz (African Studies Program) and Madeleine Uraneck (WI-Department of Public Instruction) negotiated with USIA-Teacher Exchange staff for a three-year teacher exchange between Madison and Saint-Louis. However, the Kuntz-Uraneck proposal was not funded in 1996. Both initiators went on to pursue other interests.

National African Language Resource Center

In the early 1999, the USED asked Antonia Schleicher to submit a proposal for funding (FIPSE) of a national language center in line with those universities already funded for language centers (Dwyer, 1999). This request was a logical one since UW faculty had organized institutes for African and less commonly taught languages over the years such as ALTA and the NCO-LCTL (Moshi, 2000). With the assistance of Carol Compton (Thai/ESL linguist) and a group of Africanists and other scholars, Schleicher's proposal was funded for a three-year grant. (Appendix L)

The NALRC was to focus on indigenous languages of Africa. By the definition of this proposal, Arabic was not considered an African language.[40] Furthermore, staff at the Capital Center in Washington, DC assumed responsibility for North African Arabic resources. In accordance with the grant guidelines, Schleicher directed her staff to develop materials for contemporary African languages and not for classical languages such as Ancient Egyptian or Ge'ez.

The NALRC focused on six project areas. First and foremost, Schleicher coordinated various language programs to facilitate opportunities for language instructors. The second area was teaching materials. It was in this area that many of her students and staff placed their greatest efforts. The third area was professional development which encompassed institutes, workshops, and annual meetings for scholars of African language instruction to network and present new ideas. The fourth area was pedagogical research. Schleicher encouraged her students and TAs to design and conduct qualitative and/or quantitative research or action research even with their small classes. Two journals provided peer-reviewed publication opportunities: *Journal of the African Language Teachers Association* (conference proceedings) and *Journal of African Language Learning and Teaching* (research articles). The fifth area of focus was administrative evaluations. She advocated language-specific guidelines for different levels of instruction to facilitate assessment. Finally, the funding opportunities area consisted of providing tuition and stipends for attendance at workshops and professional meetings. Most of the funds were allocated specifically to students and TAs. Mini-grants also were available for textbook development, materials preparations, and research (ULIMI, 2000).

Schleicher's staff comprised part-time consultants and graduate students. She integrated projects from her methodology and theory course in the Department into curricular activities at the NALRC. The project assistants had superior or scholarly proficiency in one of several targeted languages which enabled them to design curricula and grammars. For example, Ahmadou Fofana completed a textbook for first-year Fula/Pulaar in time to test it in his class during the 2001 SCALI. Several other students helped to prepare text for language-specific brochures such as for Bambara, Hausa, Swahili, Wolof, Yoruba, and Zulu.

At the close of this period of time, many new activities and projects had emerged. With the attainment of tenure or full professorship, the second generation language faculty were increasing their participation in language pedagogical-related activities. Technology and distance-delivered instruction became one area of interest. In addition, students and TAs were now obtaining formal instruction in language pedagogy. Some students considered pedagogical-related projects for courses and theses.

It appeared that language faculty no longer considered language instruction as an add-on assignment to service history and Department students. This apparent change of attitude led to innovative teaching and to potential research projects.

CONCLUSION

Curtin had envisioned that every graduate of African studies from the University of Wisconsin would study an African language and attain at least an advanced-level proficiency. (Appendix I) However, outside of the Department of African Languages and Literature, only the African studies faculty of the Department of History required that their students study an African language for at least two years. The lack of African Studies Program faculty endorsement for African language competency of their U.S. students appeared to undercut the U.S. government's language intent of the Title VI in the NDEA and the HEA for language and area studies expertise (Lambert, 1984 & 1986; Moshi, 2000).

Nevertheless, at the beginning of the 21st century, UW students were assured of several levels of African language instruction. For the time being, the languages were Arabic, Hausa, Swahili, and Yoruba. Moreover, the Department language instructors were gradually showing interest in integrating African language pedagogy into the mainstream of the academy and the nation.

Limitations

Some limitations with the program remained. Although the Department offered undergraduate and graduate degrees with a focus on literature from Africa, linguistics of major African languages, or African languages, there were no degrees for a designated African language. Furthermore, students could not write their theses or dissertation in one of the African languages offered by the Department (Schleicher & Moshi, 2000). Rather, students wrote and defended doctoral dissertations and masters theses in English.

The four-regional offering envisioned by Curtin now became only three regions: two languages from West Africa, one from North Africa, one from East Africa, and no language from southern Africa. In addition, the Department had reduced the annual number of levels for each language from three to two. Likewise, the sequence of language levels varied depending upon enrollments and faculty interests. Frequently, students had to wait a year or two to begin a three-year sequence. In the case of Arabic and Swahili, first semester, first year course enrollments were "capped" at 25 students. Despite the interest in African languages, distance-delivered courses did not appear as an alternative to face-to-face, campus instruction.

As the federal funding from the HEA Title-VI dwindled for language instruction, state and private funds became more critical to finance the language program. Fewer FLAS fellowships were available to students particularly those from out-of-state. Language TA positions remained a recruitment incentive and source of funding for international students.

Recommendations

As one reflects on the events of the past 38 years, several recommendations such as increased enrollments, professional development, pedagogical research, teacher workshops, education programs, and outreach might be considered for the new millennium.

In the year 2002, instructors might consider a pro-active stance to increase enrollments in the four regularly taught languages. (Appendix G) Administrators might consider two sections of the first semester, first year course for Arabic and Swahili to gain larger enrollments and more effective teaching with smaller class size. The smaller classes might reduced the high attrition rates that typical follow the first semester and third semester. In the former, students frequently have argued that the language was too difficult while in the latter undergraduates have argued that they have completed the language requirement for graduation. In both cases, students rarely acquired significant language for employment or research purposes. Likewise, instructors might determine which students are "heritage students" of "false beginners" with some target language familiarity and which students are "true beginners." Marketing of the program might require extra-curricular activities from students and increased participation of alumni/ae.

Next, language teaching faculty might participate in regional and national language organizations, not merely the

African-related ones such as AATA (American Association of Teachers of Arabic) or ALTA (African Language Teachers Association). In so doing, the faculty might find membership in other language organizations such as American Council on the Teaching of Foreign Languages and its regional (Central States Conference) and state affiliate (Wisconsin Association of Foreign Language Teachers) helpful in generating guidelines, standards, and developing networks of like research projects.[41]

In addition, the language instructors might conduct language pedagogical research. Such research might include the collection and analysis of quantitative and qualitative data with their colleagues in the CTLs on collaborative projects. Department faculty and TAs might implement action research projects using African languages to test variations in instructional techniques and curricular designs. They might also cooperate with language teachers at the pre-collegiate levels in staff development activities and even take time to substitute teach in language classes.

In terms of administrative changes, each HEA Title-VI language coordinator and program administrators might consider a teacher-training course requirement with periodic workshops for tenured faculty. Also, administrators might request instructors to design innovative curricula with rubrics which might be comparable with the depth of detail commonly found for ones of the CTLs. Computer software could facilitate the conceptualization and implementation of language courses.[42]

Finally, instructors might prepare guidelines and standards for assessment as well as new instruments for placement (Schleicher & Moshi, 2000) and strategies for teaching multilevel classes composed of undergraduate and graduate students, heritage speakers, and false beginners or for one-person tutorials.

In order to create a strong language program Department faculty might collaboration with the language faculty in the teacher education program of the UW School of Education. Heretofore, both the Department language faculty and the NALRC staff have focused on collegiate instruction. In the future, they might strengthen their program by promoting their languages in the elementary or secondary schools. Without incoming undergraduate students, interested or knowledgeable of an African languages, Department language instructors might find it difficult to recruit new students for any period of time or to improve the knowledge of major language communities in Africa. Credentialing new K-12 teachers or retraining current certified language teachers such as those of German or French might provide an avenue for improving knowledge of Africa among the young and old.

In a time when U.S. citizens were displaying an interesting international affairs, the Department could capitalize on this new interest in languages and in Africa. Department faculty and students could follow the President Bush mandate (Inaugural Speech, January 2002) that each citizen (permanent resident) volunteer 4000 hours to improving the country's welfare. One application might be teaching an African language to a group of children or a collection of senior citizens.

In the end, educators and politicians realized that language reflected and affected one's world view including that of Africa. Knowledge of a language provided a formula as to how first-language speakers perceive, interpret, think, and express their views. Furthermore, language instructors understood that each African language represented a different vision of life. Therefore, it was critical for Department instructors to teach African languages and their respective cultures well.

NOTES

1. Archives - 4/16/1 Box 258 E.B. Fred 1954-46. Letter from E.B. Fred to Menahem Mansoor 3 December 1955.

2. In the Spring of 1962 following the departure of Dean Froker who defined CALS's role as state-focused, President Harrington encouraged Glenn Pound (Plant Pathology, Dean of CALS, later UW President), as a consultant to the Rockefeller Foundation, to explore the idea of agricultural collaboration with a university in Africa. Pound spent two weeks in Nigeria and recommended support to the University of Ibadan. In 1964, Wisconsin signed a 10-year USAID contract with the newly created University of Ife (now Obafemi Awolowo University). During the next 10 years, little evidence exists to show that the Department of African Languages and Literature provided Yoruba or Hausa instruction or general orientation to the agricultural and education faculty and families. Pound, G.S. (1979). A brief resume of the development of the University of Wisconsin College of Agriculture program with the University of Ife, Nigeria. (manuscript)
Pound, G.S. (1964). Observations in agricultural education and research in Nigeria. (manuscript)
Cronon & Jenkins, 1994, 1999
Jenkins, 1991

3. B. Robert Tabachnick (Curriculum & Instruction) and Robert Koehl (History/Educational Policy Studies) participated in the education program.

4. This ten-year (1965-1975) project involved most of the senior faculty of the College (Animal Science, Plant Pathology, Entomology, Agricultural Engineering, Agronomy, Horticulture, and Land Tenure) and their families. Ife students earned their graduate degrees at the UW and then returned to Ife to staff the University of Ife positions or Ministry of Agriculture.

5. Chair 1961-64 Philip Curtin (history), David Ames (anthropology), Frederick Simoons (geography), and Aritide Zolberg (political science). [Curtin - oral interview, p.4]

6. Interview with Scheub and Curtin's archival interview.

7. Harold Scheub is a professor at the UW specializing in oral traditions and folklore. In addition to teaching a 500-student class on the storyteller each semester along with a graduate seminar, he has authored numerous books. Philip Noss is director of the United Bible Society headquarters in England. Paul Kotey is professor of linguistics and HEA Title VI language coordinator at the University of Florida. He has coordinated USED/GPA summer language programs for Yoruba and Hausa in Nigeria and is a member of the African Language Teachers Association. In 2002, he edited

an issue of the *Journal of African Language Learning and Teaching*.

8. Among the various instructors of Arabic were Bruce Inksetter, John Erickson, S. Masliah, Musa Hassan, Al-Fashan, Ghanem, Deeb, and Jalili.

9. Muhammed Memon (Pakistani) transferred to the present Department of Languages and Cultures of Asia where he currently teaches Urdu and Islam as a full professor.

10. Lyndon Harries earned a BA and MA from Oxford University and a theological degree from Ely Theological College of Cambridge. In 1932, he was ordained as an Anglican minister. For ten years (1935-1945), he worked in southern Tanzania. He taught Swahili at the University of London between 1949-1964. In 1953, Harries wrote his (doctoral) thesis on *The form and content of traditional Swahili literature* at the University of London, School of Oriental and African Studies.

11. Harries also recruited Ali Jahadhmy (*Teaching Swahili in the United States*. Los Angeles, CA: UCLA, African Studies Center, 1973) to teach first year Swahili with him. Philip Noss and Judith Olinick taught second year Swahili in AY 1968-69.

12. Lyndon Harries was Department chair twice: 1965-19 and 1972-73. During the AY 1971-72, he was a visiting professor at the University of Dar es Salaam.

13. Wilfred Whiteley earned his doctorate at the University of London, SOAS. He held the title "reader" from 1959-63 when Harries invited him to Wisconsin. Prior to his appointment at London, Whiteley conducted research at Makerere University in Uganda between 1952-58.

14. See: Taylor, S. (1989). *Wisconsin Union Theater: Fifty Years*. Madison, WI: University of Wisconsin Press. Makeba mentioned her performances on 1 October 1960 and 29 October 1962 during a third program at the UW Union Theater in 15 November 2001.

15. A.C. Jordan earned a BA at the University of Fort Hare and his graduate degrees (M.A. and Ph.D.) at the University of Cape Town.

16. Daniel Kunene earned his Ph.D. in 1961 from the University of Cape Town in linguistics. He was a lecturer in Bantu languages at the University of Cape Town beginning in 1954 until his appointment at UCLA. Following the collapse of the Apartheid regime, he has returned to South Africa several times. In 2000,

he received an honorary doctorate degree from the University of South Africa. His sabbatical leaves were in Lesotho (AY 1976-77), Netherlands (AY 1983-84), and Germany (1985-87 and 1997-98).

17. Many of the members of the Madison Area Committee on Southern Africa (MACSA) were students (Lois Adams, Meg Skinner, Henry Bucher, Zinta Konrad) or faculty (Neil Skinner, Edris Makward) of the Department of African Languages and Literature. Meetings with speakers and films were held regularly.

18. Skinner earned a B.A. in Classics. However, his extensive research and publications were viewed as equivalent to a doctorate degree. He was posted to Al-Mukalla in southern Yemen for several years where he learned Arabic. He was Department chair 1970-71 and 1975 and Program chair 1979-1982. His sabbatical leave was to Ahmadu Bello University for AY 1977-78.

19. Ironically, in 1975, Philip Curtin resigned his Wisconsin position in history to assume a one with a greater research focus at Johns Hopkins University. In 1971, he became president of the African Studies Association and helped to shape this national organization to focus on language proficiency. In 1995, he wrote a controversial article in *The Chronicle of Higher Education* where he argued that African studies was becoming ghettoized with African refugees fulfilling affirmative action quotas.

20. For R. Hunt Davis, a resident of Iowa, the NDFL fellowship changed his career goals to South African educational history. Davis (Ph.D. Wisconsin, history) a former director of the Center for African Studies at the University of Florida commented that he studied Xhosa with Jordan in the late 1960s because there was language fellowship money available.

21. The UW sends more undergraduate students to Peace Corps assignments than any other institution of higher education. Likewise, it recruits more returned Peace Corps Volunteers to graduate programs than any other institution (National Public Radio, 7 November 2001) Finally, the UW has one of the largest international student population of any university.

22. Magdalena Hauner had fled Prague, Czechoslovakia shortly after the coup in 1968 to London. She earned her doctorate at SOAS, University of London under the supervision of several scholars: Wilfred Whiteley, Malcolm Guthrie, and Hazel Carter. She taught Swahili as a SOAS lecturer from 1975-78.

23. Currently, Biersteker oversees the African Language Program at Yale University and Lepine holds a similar position at Northwestern University. Neither are tenured faculty. Both are hired on a yearly contract as academic staff. Biersteker designed the first USED-funded Group Project to Kenya for

students of Swahili in 1982. She continues to administer that program on a rotating basis. She supervises the on-line Swahili-English dictionary and has written a second year Swahili textbook. ALTA has recognized her service to the profession with an award. She published an intermediate reader for Swahili instruction (1990/OP). *Masomo ya Kisasa: Contemporary readings in Swahili.* New Haven, CT: Yale University Press.
LaPine teaches Swahili and coordinates all the African language courses.

24. Zinta Konrad (a student of Xhosa), Ivan Dihoff (TA/lecturer of African linguistics), and Ann Biersteker (TA of Swahili) arranged the program. Konrad was an instructor and translator of French for Peace Corps in the 1960s; she now directs the International Program at DuPage University in Illinois. Biersteker directs African languages at Yale University. Dihoff has taught at Yale, Ohio State, and Miami universities. Other student participants included:

Lois Adams	(Ph.D. UW, Hausa
Robert Cancel	(Ph.D. UW, ?Xhosa; UC-San Diego)
Vicki Carstens	(Ph.D. UCLA, Swahili; Cornell Univ.)
Patricia Kuntz	(Ph.D. UW, Yoruba; Edgewood College & MATC)
Richard Lepine	(Ph.D. UW, Swahili; Northwestern Univ.)
Ronald Rassner	(Ph.D. UW, ? Hausa; ?)
Meg Skinner	(Ph.D. UW, Hausa; retired from Edgewood College)
Connie Stephens	(Ph.D. UW, Hausa; Voice of America)
Jan Sterk	(Ph.D. UW, Yoruba; retired United Bible Society)
David Wesley	(Ph.D. UW, Hausa; Boston Univ. Africana Librarian)

25. Video cassettes available at the Learning Support Services library: Richard Lepine, Jan Sterk, Leslie Townsend, Meg Skinner, Mustafa Abba, Connie Stephens, Neil Skinner, Zinta Konrad, Valerie Wyman, Carol Herron, Patricia Kuntz, Barbara Shen, Helene Bowen.

26. Katherine Ashner and Peter Schmidt obtained BAs in 1967. In the early 1970s, another undergraduate student Holly Hanson studied Swahili with Patrick Bennett. She majored in East African history under the supervision of Steven Feierman. In 1997, she received her doctorate from the University of Florida and then took a position at Mt. Holyoke College to teach African history.

27. Simulated Oral Proficiency Interviews (SOPI) and Modified Oral Proficiency Interviews (MOPI) were offered regularly by the Center for Applied Linguistics staff for the American Council on the Teaching of Foreign Languages and its regional affiliates.

28. Deans Certain, Craig, and Cronon underscored this current philosophy in the Honors Course offered Spring 1999. It was for that reason, that the three deans along with John Jenkins were

hosting the course for undergraduates.

29. Jack Cipperly (Asst. Dean of Student Affairs) heard the students' complaint and Sargent Bush (Assoc. Dean of Humanities) advised the Department of African Languages and Literature.

30. Dustin Cowell had been executive director of the CASA program in Cairo 1980-82. Betty Wass had been a project assistant from 1988 to 1990 while her husband Mohammed El-Wakil (on-leave from the UW) was developing a nuclear engineering program at AUC.

31. Akua Sarr (Hilary Perry) was one of the first African Language and Literature students to participate in the summer Togo program. This program did not offer an African language as part of the courses; however, most students learned some Ewe for basic communication. Most students were students of French from other UW System campuses.

32. Instructors included Abdel-Hadi Omer, Elkheir Elkheir (1992-98), Mustafa Mustafa (1986-92), and Patricia Kuntz (1998-00).

33. Judith Michaels (DePere, WI - French) and Judith Vandenberg (Kaukauna, WI - social studies) returned to Wisconsin to integrate Arabic and Arabic culture into their curricula. The Green Bay language project exposed students to Arabic, French, Spanish, German, and Russian.

34. Joseph Adjaye (University of Pittsburgh, Dir., Africana Studies Program) wrote the proposal with the assistant superintendent. He resigned his position in the summer of 1987 and Patricia Kuntz replaced him as the person to implement the grant. Three Freetown teachers worked at LaFollette High School, Shabazz City High School, Whitehorse Middle School, Sennett Middle School, and Memorial High School while Madison teachers worked at St. Joseph's School for Girls, Freetown Secondary School, and The Methodist Boys School. Some of the current Madison teachers include Lois Bell, Jim Neefe, Jeff Feinblatt, and Dyan Kopitzke. The others have retired or moved.

35. Mark Plane taught Swahili for four years at Washington University (St. Louis). Ann Lessick-Xiao teaches Swahili and ESL at Beloit College (Wisconsin). Josephat Chang'aa Mweti, Kayla Chepyator, Joanmi Koo, and Francis Eshun among others taught first-year Swahili at Wisconsin following their pre-collegiate teaching experience. Francis Eshun currently works with Philip Noss in Kenya on translation projects.

36. This time Barry Powell did not advertise the course widely. Most students learned about the course through word of mouth. Potential students had to meet Powell's unwritten prerequisites in order to obtain registration clearance: previously studied a

"dead" language, had travelled in Egypt, promised to come prepared to class with completed assignments, and was healthy.

37. Kristin Thompson became an authority on Amarna artifacts and published several articles while Gene Miller developed a language and cultural course for Beloit College. Together these scholars led a Beloit student tour to Egypt to visit the Ancient Egyptian ruins. Roger Black presented his interpretation of several translations including *The teaching of Amenophis the son of Kannakht*. Black also tutored undergraduate students over the years.

38. During a job interview, Katrina Thompson used her on-line WebCT course as an example of her knowledge of technology and its application to African languages.

39. Language Area Resource Centers (1999-2002) included:

Duke	CSEES	$ 980,444	(Slavic languages)
Georgetown/ George Washington C. for Applied Linguistics	NCLRC	$ 995,829	
Hawaii	NFLRC	$1,030,094	(Pacific languages)
Iowa State	NK12LRC	$1,026,600	(K-12 programs)
Michigan State	CLEAR	$ 995,344	
Minnesota	CARLA	$ 998,329	(mixed languages)
Ohio State	NEALRC	$ 979,444	(East Asian languages)
San Diego State	LARC	$ 995,829	(technology)
Wisconsin	NALRC	$ 975,443	(African languages)

(See: USED/OHE, 4 January 2002
<www.ed.gov/offices/OPE/HEP/iegps/lrc.html>)

40. Dustin Cowell (Arabic) was a member of the UW Local Advisory Board.

41. See:
Department of Public Instruction. (1997). *Wisconsin's Model Academic Standards for Foreign Languages*. Madison, WI: DPI, #98032. Curriculum and instruction standards by proficiency. <www.dpi.state.wi.us/standards/pdf/fl.pdf>
American Council on the Teaching of Foreign Languages. (1995). *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: ACTFL. <www.actfl.org/standards>

42. The Wisconsin Instructional Design System (WIDS) focused on performance-based instruction. The program helped teachers write and analyze competencies, establish performance standards, develop assessments, and plan activities for multiple learning styles. Contact: 203 Blackburn St., P.O. 67, Ripon, WI 54971

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* History of the University *

Bogue, A.G. & Taylor, R. (eds). (1975). *The University of Wisconsin: One hundred twenty-five years later*. Madison, WI: UWP.

Burch, S.D. (1998). A view from the terrace. Madison, WI: University of Wisconsin (play manuscript).

Cronon, E.D. & Jenkins, J. (1999). *The University of Wisconsin: A history, 1945-1971 Renewal to revolution* (Vol. 4). Madison, WI: UWP. [series listed under Curti, M.]

Cronon, E.D. & Jenkins, J. (1994). *The University of Wisconsin: A history 1925-1945* (Vol. 3). Madison, WI: UWP. [series listed under Curti, M.]

Curti, M. & Carstensen, V. (1949). *The University of Wisconsin: A history 1845-1925* (Vols. 1-2). Madison, WI: UWP.

Frankenburger, D.B. (1893). The University of Wisconsin. In J.W. Stearn (ed.), *The Columbian history of education in Wisconsin*. Madison, WI: Committee on Education.

Gard, R. E. (1970). *University - Madison - U.S.A.* Madison, WI: Wisconsin House, LTD.

Jenkins, J.W. (1991). *A centennial history: A history of the College of Agricultural and Life Sciences at the University of Wisconsin-Madison*. Madison, WI: University of Wisconsin, CALS.

Larson, L.H. (1965). *The president wore spats: A bibliography of Glenn Frank*. Madison, WI: State Historical Society of Wisconsin.

Palzer, C.E. (1924). *Public education in Wisconsin*. Madison, WI.

Powell, J.W. (ed.). (1981). *The Experimental College* (2nd ed.). Washington, DC: Seven Locks Press.

Runge, C.P. (1981). *The Wisconsin Idea*. Madison, WI: UWP/ Engineering.

Personal Interviews/Correspondence

Al-Osh, M.	Director of an Arabic GPA for teachers Supervisor of Ohio State University teacher certification for teachers of Arabic and Swahili
Bennett, P. (emeritus)	Instructor of Swahili. Pedagogical interests, TA supervision.
Biersteker, A.	TA of Swahili 1973-82.
Carter, J.H. (emerita)	First instructor of Shona. Chair of Department 1992-95.
Compton, C.	Co-writer of NALRC proposal Assistant Director of the NALRC Fall, 1999.
Davis, A.	Coordinator of courses at the African American Ethnic Academy of Madison.
Ellington, T.	Graduate of the Department and TA of Swahili.
Harris, M. (emerita)	First African Studies Program manager 1964-1991
Harries, J.P.	Scholar and Researcher of Berber. Wife of Lyndon Harries - First Chair of Department of African Languages & Literature.
Hawkinson, A.	Assistant Director of the NALRC Fall, 1999.
Hunter, L.	Instructor of Hausa. Chair 1995-99.
Hauner, M.	Instructor of Swahili. Director of Swahili Group Project Abroad. Chair 1999-02.
Kiser, O.	Participant in the University of Buea, Cameroon program.
Lessick-Xiao, A.	Taught Swahili in the precollegiate programs. TA of Swahili.
Mansoor, M.	First instructor of Arabic, Program Designer for UW-Madison and UW-Extension.
Memon, M.	Instructor of Arabic in the Department of Hebrew & Semitic Studies 1970-72.
Michaels, J.	Secondary Arabic instructor for Green Bay Schools.

Sarr, A.	Graduate of Department. Studied language abroad Ewe/French in Togo and Wolof in Senegal. Teaches Introduction to African Languages and Literature.
Scheub, H.	First graduate student of Swahili and Xhosa, focus on oral narratives. Transferred NDFL - Xhosa to UW to continue studies with A.C. Jordan. Vansina was doctoral advisor. Never taught Xhosa. Chair of Department 1990-91.
Schleicher, A.	Instructor of Yoruba. Director of Yoruba/Hausa Group Project Abroad to Nigeria. Director of the NALRC. President of African Language Teachers Association. Director of SCALI.
Skinner, A.N.	First instructor of Hausa. Work in Nigeria and Yemen.
Songolo, A.	Director of the African Studies Program (2001-04) University of Buea, Cameroon (student exchange) Dir. of SCALI 2001.
Sterk, J.	Graduate of the Department and instructor of Yoruba.
Thompson, K.	Swahili WebCT course (computerized activities)
Uraneck, M.	Foreign languages and international education coordinator at the Wisconsin Department of Public Instruction.

Vansina, J. (emeritus) Acting Chair of the Department of African Languages & Literature 1963-64.

UW Archives

African Languages and Literature
- Enrollment data
- Graduate/major professor data
- Faculty resumes
- Department handbooks 1974, 1979, 1986, 1990, 1996

African Studies Program, HEA Title VI proposals/reports

1969-1973	(written 1968)	? Philip Curtin	$347,646
1973-1976	(written 1972)	David Wiley	$278,700
1976-1979	(written 1975)	?	$364,000
1979-1981	(written 1978)	Paul Beckett	$240,000
1981-1983	(written 1980)	Paul Beckett	$264,000
1983-1985	(written 1982)	Paul Beckett	$293,710
1985-1988	(written 1984)	Paul Beckett	$430,370
1988-1991	(written 1987)	Paul Beckett	$403,427
1991-1992	(written 1990)	Betty Wass	$320,731

1992-1994	(written 1991)	Betty Wass	
1994-1997	(written 1993)	Betty Wass	
1997-2000	(written 1996)	Jim Delehanty	
2000-2003	(written 1999)	Jim Delehanty	$407,380 FY00

African Studies Program, *News & Notes*. #1-55 (1973-2001)

Memorial Library, UW Archives
Audio Interview/Text Philip Curtin
Papers from Menahem Mansoor,
Department of Hebrew & Semitic Studies

U.S. Department of Education, International Education
HEA Title VI Awards CFDA 84.015A 84.015B
<www.ed.gov/offices/OPE/HEP/iegps/nrc.htm#app9>

* Newsletters *

AATA Newsletter. (American Association of Teachers of Arabic)
ASA News. (African Studies Association)
Lugha. (African Language Teachers Association) #1-6 (1998)
Ulimi. (Bulletin of the National African Language Resource Center) #1-2 (2001)

* Documents *

African Languages and Literature (brochures, fliers, reports)

African Studies Program (brochures, fliers, proposals, reports)
<polyglot.lss.wisc.edu/afrst/>

University of Wisconsin (Catalogs, Timetables)
<www.wisc.edu>

Appendix A

Language-Teaching Faculty
(Tenured/Tenured-Track)

Historical List

NORTH AFRICA

Ancient Egyptian

Powell, Barry (1973-)	Professor

[after 1990 course as unlisted/independent study]

Arabic

Al-Ghadeer, Moneera (2001-)	Assistant Professor
Cowell, Dustin (1973-)	Professor
Mansoor, Menahem (1956-65/82)	Professor (deceased)
Megally, Fuad (1972-73)	Assistant Professor
Memon, Muhammad (1970-72)	Professor

EAST AFRICA

Kikuyu

Bennett, Patrick (1970-98	Professor Emeritus

[course no longer offered]

Swahili

Bennett, Patrick (1970-98)	Professor Emeritus
Harries, Lyndon (1964-81)	Professor (deceased)
Hauner, Magdalena (1981-)	Professor

SOUTHERN AFRICA

Chewa

Makuluni, Dean (2000-)	Assistant Professor

[taught as a tutorial upon request]

Kongo/Shona

Carter, Hazel (1980-95)	Professor Emerita

[course no longer offered]

Xhosa

Jordan, A.C. (1964-68d)	Professor (deceased)
Kunene, Daniel (1969-)	Professor

[taught as a tutorial upon request]

Sotho/Zulu

Kunene, Daniel (1969-)	Professor

[taught as a tutorial upon request]

WEST AFRICA

Gbaya

Noss, Philip (1968-74)	?Assistant Professor
[course no longer offered]	

Hausa

Hunter, Linda (1976-)	Professor
Skinner, Neil (1968-1989)	Professor Emeritus

Wolof

Makward, Edris (1969-99)	Professor Emeritus
[course no longer offered]	

Yoruba

Schleicher, Antonia (1988-)	Professor

Language Teaching Faculty
(Tenured/Tenure-track)

AY 1996-02

NORTH AFRICA

= Department of Classics =
<polyglot.lss.wisc.edu/classics>

Ancient Egyptian

Powell, Barry
- Ph.D. 1970. *Archetypal patterns of death and rebirth in the Homeree Odyssey.* University of California-Berkeley: Classics.
- Chair of Dept. of Classics 1985-92
- Dir. of program to Syria and Jordan 1998
- <www.mesp.wisc.edu/faculty/powell.htm>
- <polyglot.lss.wisc.edu/classics/bpowell.htm>

= Department of African Languages and Literature =
<polyglot.lss.wisc.edu/afrlang>
<polyglot.lss.wisc.edu/afrsthome.html>

Arabic

Al-Ghadeer, Moneera
- Ph.D. 1999. *The inappropriable voice.* University of California - Berkeley, Literature.
- Field work: Algeria

Cowell, Dustin
- Ph.D. 1976. *The poetry of Ibn Abd Rabbihi.* University of California - San Diego: Comparative Literature.
- AY - 3 levels + compressed video to UW-Milwaukee
- Chair of Dept. of African Languages & Literature, 1985-87
- Dir. of CASA AY program in Egypt 1980-82
- Member: AATA
- Leave - 1975-76; 1980-82, 1987-88, 1996-98
- Field work: Morocco, Tunisia, Egypt (Malaysia)

EAST AFRICA

Swahili

- Bennett, Patrick R.
  - Ph.D. 1969. *A comparative study of fours Thagicu verbal systems.* University of London-SOAS: Linguistics.
  - AY - 3 levels
  - Chair of Dept. of African Languages & Literature, 1980s ?
  - Organized the USED-funded Arabic Proficiency Workshop 1985
  - Hosted ALTA organizational meeting & workshop 1988
  - Hosted ACTFL Oral Proficiency Tester Workshop 1989
  - Tutored Kikuyu and Kamba
  - Leave 1980-81 to SOAS (Exchange with H. Carter)
  - Field work: Kenya
  - Retired: 1998 (Consultant for United Bible Society)

- Hauner, Magdalena (Slavikova)
  - Ph.D. 1975. *Relationships among six north-eastern Bantu languages.* University of London-SOAS: Linguistics.
  - AY - 3 levels +
  - Chair of Dept. of African Languages & Literature, 1999-present
  - Dir. of USED/GPA summer in Tanzania 1991
  - Member: (ALTA)
    - Ch. Swahili sub-committee
  - Member of the UW Teaching Academy
  - Chair of Dept. of African Languages & Literature
  - Field work: Kenya, Tanzania

SOUTHERN AFRICA

Shona/Kongo

- Carter, J. Hazel (Wilkinson)
  - Ph.D. 1971. *Syntactic tone phrases in Angolan Kongo."* University of London-SOAS: Linguistics.
  - AY - 1 level (75% appointment)
    - 1 year Kongo, 3 years Shona
  - Chair of Dept. of African Languages & Literature, 1992-95
  - Examiner for African Languages, International Baccalaureate
  - Member: ALTA
    - ALTA - Distinguished African Language Service Award
    - ACTFL - Certification, Oral Proficiency Tester (French)
  - Field work: Zimbabwe, Zambia

Retired: 1995 (rehired 1996 for research project)

WEST AFRICA

Hausa

Hunter {Dresel}, Linda
- Ph.D. 1977. *An experimental study of Hausa tone.* Indiana University: Linguistics.
- AY - 2 + levels alternating years
- Chair of Dept. of African Languages & Literature, 1988-90; 1995-99
- Member: ALTA
  - Chair of ALTA - Hausa sub-committee
- Developed a Krio program and Academic Year in Freetown, Sierra Leone 1987-91
- Leave - 1990-91; 1999-00
- Field work: Nigeria, Sierra Leone

Yoruba

*Fabiyi, Yomi (visiting lecturer)

*Olabode, Afolabi (visiting professor)
- Ph.D. 1981. *The semantic basis of metaphors and related tropes in Yoruba.* University of Ibadan.

Schleicher, Antonia (Folarin)
- Ph.D. 1987. *Lexical phonology of Yoruba nouns and verbs.* University of Kansas: Linguistics.
- AY - 2 + levels alternating years
- Dir. of USED/GPA summer in Nigeria 1992-95
- Dir. of SCALI 1998
- Membership: ACTFL, ALTA
  - Past Pres. ALTA (1995-98)
  - Ch. ALTA - Yoruba sub-committee
- Fellow - National Foreign Language Center
- Executive Board - National Council on the LCTLs
- Executive Board - Teaching Academy Univ. of Wisconsin
- Leave - 1998-99
- Director - National African Language Resource Center, 1999-present
- Field work: Nigeria
- <african.lss.wisc.edu/yoruba/pages/prof.html>

* Non-tenured faculty replaced Schleicher

Appendix B

Pedagogical Articles by African Language Teaching Faculty

(Academic Search, ERIC, Education Full-text,
Ingentia/Uncover, Proquest,
Resumes, Web-of-Science, WorldCat)

Bennett

Bennett, P.R. (1986). Reviewing Berber courses. In D. Dwyer (ed.), *The design and evaluation of African language learning materials* (p. 219-251). East Lansing, MI: Michigan State University, African Studies Center.

Bennett, P.R. (1985). Trends in African language studies. Madison, WI: University of Wisconsin, Department of African Languages and Literature. (manuscript)

Bennett, P.R. (1969). The changing role of African language studies in the United States. *Journal of African Languages*, 8/3: 169-182.

Bennett, P.R. & Biersteker, A. (1986). On categorizing language courses: Reconciling language characteristics and performance expectations. In D. Dwyer (ed.), *The design and evaluation of African language learning materials* (p. 116-165). East Lansing, MI: Michigan State University, African Studies Center.

Bennett, P. & Biersteker, A. (1986). *Proficiency profiling: An introduction to the model.* Madison, WI: University of Wisconsin, African Studies Program.

Carter

Carter, J.H. (1986). African language recorded materials assessment at the University of Wisconsin, Madison. In D. Dwyer (ed.), *The design and evaluation of African language learning materials* (p. 166-184). East Lansing, MI: Michigan State University, African Studies Center.

Hauner

Moshi, L.; Nanji, A.; Hauner, M.; & Innis, J.M. (1999). *Mwalimu wa Kiswahili: A language teaching.* Binghamton, NY: Global Publications.

Olabode

Olabode, A. (1995). *Categories in AFL2 and implications for pedagogy.* [Seminar paper - Department of African and Asian Languages and Literatures, Gainesville, Florida] ED 391 371

Schleicher

Aransanyin, F.O.; Schleicher, A.F.; & Sekoni, R. (1996). *A goal-driven curriculum.* Washington, DC: Johns Hopkins University, National Foreign Language Center.

Dwyer, D.; Schleicher, A.F.; & Moshi, L. (1999). The role of culture in the language classroom. *Journal of the African Language Teachers Association*, 1/1 (Spring): 85-113.

Schleicher, A.F. (1999). A goal-based approach to African language instruction. *Journal of the African Language Teachers Association*, 1/1 (Spring): 25-61.

Schleicher, A.F. (1997). Using greetings to teach cultural understanding. *Modern Language Journal*, 81/3: 334-343.

Schleicher, A.F. & Gleisner, K. (2001). The communicative orientation of first-year African language textbooks. *Journal African Language Learning and Teaching*, 1/1 (Spring): 113-142.

Schleicher, A.F. & Hobson, K. (? 2001). Gender bias in elementary-level African language textbooks. *Journal African Language Learning and Teaching.*

Schleicher, A.F. & Moshi, L. (2000). *The pedagogy of African languages: An emerging field.* Columbus, OH: Ohio State University, National East Asian Language Resource Center.

Appendix C

African Language Textbooks and Materials by Language Faculty

(Available at the UW Learning Support Services)
<polyglot.lss.wisc.edu/lss/mediacat/index.html>
<polyglot.lss.wisc.edu/afrst/publications/monographs.html>

Bennett

Bennett, P. (ND). *Kikuyu conversations.* Madison, WI: Department of African Languages & Literature.

Bennett, P. (ND). *Kikuyu Paradigms.* Madison, WI: Department of African Languages & Literature.

Bennett, P. (ND). *Kikuyu structured drills.* Madison, WI: Department of African Languages & Literature.

Bennett, P. (ND). *Wirute Gikuyu (Gikyu ni Kiorigire 1).* Madison, WI: Department of African Languages & Literature.

Bennett, P. et al. (1985). *Gikuyu ni kioigire: A first course in Kikuyu* (Vol 1-3). Madison, WI: University of Wisconsin, African Studies Program.

Bennett, P. et al. (1985). *Proficiency profiling workshop.* Madison, WI: Department of African Languages & Literature.

Bennett, P. et al. (1984/1978). *Swahili today: A course in the modern language of East Africa.* Madison, WI: University of Wisconsin, African Studies Program.

Bennett, P., Biersteker, A. & Dihoff, I. (1987). *Proficiency profiling guidelines: Generic, Swahili, Hausa.* Madison, WI: University of Wisconsin, African Studies Program.

Carter

Carter, J.H. (2002). *A descriptive grammar of Tonga (Zambian).* Lusaka, Zambia: University of Zambia, Institute for African Studies.

Carter, J.H. (ND). *Ndaklongwa Nenyika Mbriri.* Madison, WI: Department of African Languages & Literature.

Carter, J.H. (1979). *Kwerenga Chishona: An introductory Shona reader*. London: University of London, School of Oriental and African Studies.

Carter, J.H. & Kahari, G.P. (1986). *Shona language course* (rev. ed.). Madison, WI: University of Wisconsin, African Studies Program.

Carter, J.H. & Makoondekwa, J. (ND). *Ntsaasuka yenndongoka zamwisi-Koongo*. Madison, WI: University of Wisconsin, African Studies Program.

Carter, J.H. & Makoodekwa, J. (1987). *Kongo language course (Maloongi Makikoongo): A course in the dialect of Zoombo, northern Angola*. Madison, WI: University of Wisconsin, African Studies Program.

Cowell

Cowell, D. (1978). *Introduction to Arabic*. Madison, WI: Department of African Languages & Literature.

J. Harries

Harries, J. (ND). *Basic Course in Tamazight*. Madison, WI: Department of African Languages & Literature.

Hauner

Hauner, M. (ND). *Kijiji cha Kiswahili*. (slides). Madison, WI: Dept. of African Languages & Literature.

Hauner, M. (ND). *Structure of Swahili*. Madison, WI: Dept. of African Languages & Literature.

Hauner, M. & Mbele, J. (1984). *Swahili body language*. (VHS recording). Madison, WI: Dept. of African Languages & Literature.

Hunter

Hunter, L. (1981). *Karshenka Zuma* (A Course in Intermediate Hausa. Madison, WI: University of Wisconsin, African Studies Program.

Hunter, L. (ND). *Karatu! Farkonka madaci karshenka.* Madison, WI: Dept. of African Languages & Literature.

Hunter, L. with Sengova, J. (1979). *Spoken Mende* (2nd printing). Madison, WI: University of Wisconsin, African Studies Program.

Hunter, L. with Kamara, S. (?1990). *Spoken Temne.* Madison, WI: University of Wisconsin, African Studies Program.

Jordan

Jordan, A.C. (1966). *A practical course in Xhosa.* Johannesburg, South Africa: Longman.

Kunene

Kunene, D. (ND). *Xhosa drills.* Madison, WI: Department of African Languages & Literature.

Kunene, D. (ND). *Xhosa conversations and narratives.* Madison, WI: Department of African Languages & Literature.

Kunene, D. (ND). *Sesotho conversations and narratives.* Madison, WI: Department of African Languages & Literature.

Kunene, D. (ND). *Zulu conversations and narratives.* Madison, WI: Department of African Languages & Literature.

Makward

Makward, E. (ND). *Introductory course in Dakar Wolof.* Madison, WI: Department of African Languages & Literature.

Mansoor

Mansoor, M. (1986). *First semester Arabic: Study guide for Arabic U164-101.* Madison, WI: University of Wisconsin-Extension, Independent Learning.

Mansoor, M. (1965). *Legal and documentary Arabic reader, with explanatory notes.* Leiden: E.J. Brill.

Mansoor, M. (1961). *English Arabic dictionary of political, diplomatic, conference terms.* New York: McGraw-Hill.

Mansoor, M. (ND). *Koran selections.* Madison, WI: Dept. of Hebrew & Semitic Studies.

Schleicher

Schleicher, A.Y.F. (1998). *Je k'a so Yoruba: An intermediate course.* New Haven, CT: Yale University Press.

Schleicher, A.Y.F. (1997a). *Je k'a so Yoruba [interactive multimedia]: Companion CD-ROM (Beginning).* New Haven, CT: Yale University Press.

Schleicher, A.Y.F. (1997b). *Yoruba newspaper reader.* Kensington, MD: Dunwoody Press.

Schleicher, A.Y.F. (1993). *Je k'a so Yoruba: A beginning course.* New Haven, CT: Yale University Press.

Thompson, K.D. & Schleicher, A.F. (2001). *Swahili learners' reference grammar.* Madison, WI: University of Wisconsin, National African Language Resource Center.

Skinner

Skinner, A.N. (1996). *Hausa comparative dictionary.* Koln, Germany: Koppe.

Skinner, A.N. (1985). *Hausa lexical expansion since 1930: Bargery supplement.* Madison, WI: University of Wisconsin, African Studies Program.

Skinner, A.N. (1979). *A grammar of Hausa: With answers for Nigerian secondary schools.* Zaria, Nigeria: Northern Nigeria Publishing Company.

Skinner, A.N. (1973). *Hausa language course.* Madison, WI: University of Wisconsin, Department of African Languages and Literature.

Skinner, A.N. & Hutchison, J.P. (1981). *A reference grammar of the Kanuri language.* Madison, WI: University of Wisconsin, African Studies Program.

Skinner, A.N. & Pelletier, C. (1981). *Adamawa Fulfulde: An introductory course.* Madison, WI: University of Wisconsin, African Studies Program.

Appendix D

Dissertations Supervised by Language Teachers[1]

Bennett (Swahili/Kikuyu)

John Ellington	(1976)	Consultant UBS, Montreat, NC
Melvin Rossing	(1978)	Consultant UBS, Minneapolis, MN
Ann Biersteker	(1984)	Yale University
Beverle Lax	(1996)	?Edgerton College, Kenya
* International Students *		
Ivan Dihoff	(1976)	Antioch College, OH
Jan Sterk	(1977)	Consultant UBS, Belgium
Makumbute Lisemba	(1982)	Univ. of Burundi
Lothaire Niyonkuru	(1988)	Univ. of Burundi

Carter (Shona/Kongo)

* International Students *		
Francis Eshun	(1993)	UBS, Nairobi, Kenya
Sheikh Kamarah	(1994)	Shaw University, NC
Elhadji Chaibou Oumarou	(1996)	? Africa

Cowell (Arabic)

Barbara Peters	(1989)	Bellevue, WA
* International Student *		
Hassan El-Nagar	(1992)	Intern'l Inst. of Islamic Thought & Civilization, Malaysia

Hauner (Swahili)

Richard Lepine	(1987)	Northwestern Univ., IL
Mark Plane	(1996)	Madison, WI
* International Students *		
May Balisidya	(1988)	deceased
Leocadie Naheshakiye	(1991)	Univ. of Burundi
Jonmi Nai On Koo	(1998)	San Francisco, CA

Harries (Swahili)

Philip Noss	(1968)	Dir. UBS, Reading, UK
Leroy Vail	(1972)	deceased
* International Student *		
Paul Kotey	(1969)	Univ. of Florida

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[1] Consulted Department and African Studies Program files and reviewed dissertations. Contacted UW Alumni office and the African Studies Association.

Hunter (Hausa)

Sonya Fagerberger	(1982)	African Consultants, Dakar, Senegal
Robert Newton	(1997)	Madison, WI
Joanna Sullivan	(2000)	? Middlebury, VT

* International Students *

Joko Sengova	(1981)	Louis de la Parte, Univ. of South Florida, Tampa
Habib Daba	(1987)	Bayero Univ., Kano, Nigeria

Kunene (Xhosa/Sotho/Zulu)

* International Students *

Wandile Kuse	(1977)	Univ. of Transkei, Roodeport, S. Africa
Stephen Moyo	(1978)	Univ. of Zambia
Ernst Wendland	(1979)	Univ. of Zambia
Amanor Dseageu	(1987)	?Pietersbury, S. Africa
Euphrase Kesilahabi	(1985)	Univ. of Dar es Salaam, Tanzania
Mpapa Mokhoane	(1993)	Nat. Univ. of Lesotho

Skinner (Hausa)

Mary Frost	(1977)	St. Francis Convent, Brookhave, MS
Connie Stephens	(1980)	Voice of America
Robert Cancel	(1981)	Univ. of CA: San Diego
Beverly Mack	(1981)	Univ. of Kansas
Zinta Konrad	(1983)	College of DuPage
Janet Beik	(1984)	U.S. Dept. of State
Edward Powe	(1984)	Madison, Wisconsin
David Westley	(1987)	Univ. of Boston

* International Students *

Ernest Emenyonu	(1972)	St. Augustine College
Nicholas Pweddon	(1977)	Univ. of Jos, Nigeria
Ahmed Nasr	(1977)	Arab Gulf State Folklore Center, Doha, Qatar
Aderemi Bamkunle	(1982)	Ahmadu Bello Univ, Zaria, Nigeria

Schleicher (Yoruba)

Appendix E

Language Course Offerings

Course in 1975 Catalog

	Instructor	First Year	Second Year	Third Year	Specials
Anc. Eg. (NA)	Powell	307/308	407/408		375
Arabic (NA)	Cowell	321/322	323/324	445/446	120/325/721
Hausa (WA)	Skinner	361/362	363/364	465/466	
Sotho (SA)	Kunene	355/356			
Swahili (EA)	Harries & Bennett	331/332	333/334	435/436	130
Yoruba (WA)	TA - Sterk	371/372			
Xhosa (SA)	Kunene & TA Kuse	351/352	353/354	455/456	

Course Offered in Timetable
AYs 1996-2002

	Al-Ghadeer	Bennett	Cowell	Hauner	Hunter	Makuluni	Olabode	Powell	Schleicher
Ancient Egyptian (Classics unlisted)								01-02 I 00-02 99-00 98-99 97-99 96-97	

	Al-Ghadeer	Bennett	Cowell	Hauner	Hunter	Makuluni	Olabode	Powell	Schleicher
Arabic Y1	01-02		00-01 I TA sup. 97-98 96-97						
Arabic Y2			01-02 00-01 99-00 98-99 97-98 96-97						
Arabic Y3			tutor 98-99 II 97-98 96-97 I						
Chewa						01-02 I			
Hausa Y1					01-02				
Hausa Y2					99-00 96-97				
Hausa Y3					tutor 97-98				
Swahili Y1				TA sup. 98-99 I 96-97 II 96 sum					

	Al-Ghadeer	Bennett	Cowell	Hauner	Hunter	Makuluni	Olabode	Powell	Schleicher
Swahili Y2				01-02 00-01 99-00 98-99					
Swahili Y3				01-02 99-00 I 98-99 96-97					
Yoruba Y1							01-02 00-01		99-00 I 97-98 98 sum 96-97 I
Yoruba Y2							00-01		97-98
Yoruba Y3									96-97 II
Self-Instr		97-98 96-97							
Methods of Teaching									01-02 II 00-01 II 99-00 I 96-97 I

I = first semester (Sept. - Dec.)
II = second semester (Jan. - May)
III = summer school (June - August)

Appendix F

U.W. Language Course Required Textbooks

ANCIENT EGYPTIAN

307/8 (First Year)

Gardner, A.H. (1957/88) *Egyptian Grammar: Being an introduction to the study of hieroglyphs* (3rd ed.). Oxford, UK: Griffith Institute Ashmolean Museum.

Hoch, J. (1995). *Middle Egyptian grammar.* Mississauga, Canada: Society for the Study of Egyptian Antiquities.

Zauzich, K.-T. (1992). *Hieroglyphs without mystery.* Austin, TX: University of Texas.

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Allen, J.P. (2000). *Middle Egyptian: An introduction to the language and culture of hieroglyphs.* New York: Cambridge University Press.

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Watterson, B. (1985). *More about Egyptian hieroglyphs: A simplified grammar of Middle Egyptian.* Edinburgh: Scottish Academic Press.

407/408 (Second Year)

Buck, A. De (1948) *Egyptian Reading book: Exercises and Middle Egyptian Text.* Chicago, IL: ARES Publishers.

Faulkner, R.O. (1962). *A concise dictionary of Middle Egyptian.* Oxford, UK: Griffith Institute.

Gardner, A.H. (1931/1981) *Late-Egyptian stories.* Brussels, Belgium: Edition del la Fondation Egyptiologique.

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Bakir, A.E-M. (1983) *Notes on Middle Egyptian Grammar.* Garrison Philips.

Lesko, L.H. (1982/4/7/9/90) *A dictionary of late Egyptian,* [5 vol.]. Berkeley, CA: B.C. Scribe Publications, P.O Box 4705.

Shennum, D. (1977/1984). *English-Egyptian index of Faulkner's Concise dictionary of Middle Egyptian* (4th ed.). Malibu, CA: Undena Pulis.

ARABIC

331/2 (First Year)

Brustad. K. (1995). *Alif Baa.* Washington, DC: Georgetown University Press.

Brustad, K. (1995). *AL-Kitab fii Ta'allum* (pt.1) Washington, DC: Georgetown University Press.

Wehr, H. (1994). *Dictionary Modern Written Arabic.* MD: Spoken Language.

Wighwick, J. & Gaafar, M. (1990/9). Mastering Arabic (4 ed.). New York, NY: Hippocrene Books.

333/4 (Second Year)

Brustad. K. (1995). *AL-Kitab fii Ta'allum* (pt.1/2) Washington, DC: Georgetown University Press.

445/446 (Third Year)

Rammumy, R. (1994). *Advanced Standard Arabic* (Vol 1). Ann Arbor, MI: University of Michigan Press.

Brustad. K. (1995). *AL-Kitab fii Ta'allum* (pt.1/2) Georgetown.

HAUSA

363/364 (Second Year)

Cowen. (1976). *Spoken Hausa.* (Spoken Languages)

Leben, W. (1991). Hausar Yau Da Kaullum. CSLI.

Newman, R. (1977). *Modern Hausa-English Dictionary.* NY: Oxford University Press.

SWAHILI

331/332 (First Year)

Hinnebusch, T. (1998). *Swahili: Kiswahili.* University Press of America.

Moshi, L. (1988). *Mazoezi ya Kiswahili.* University Press of America.

Perrott. (1965). *Teach Yourself Swahili Dictionary.* (Nairobi, Tanzania)

Mazrui, A. (1994). *Swahili: Idiom and Identity of African People.*
Zawawi, (1993). *What's in a name?* Africa Press.

333/334 (Second Year)
Johnson. (OP) *Standard Swahili-English Dictionary*. NY: Oxford University Press.

445/446 (Third Year)
Handouts

YORUBA
<african.lss.wisc.edu/yoruba/page2/syll1.html>

371/372 (First Year)
Schleicher, A. (1993). *Je k'a so Yoruba: A beginning course.* New Haven, CT: Yale University Press.

373/374 (Second Year)
Schleicher, A. (1997). *Yoruba newspaper reader.* Kensington, MD: Dunwoody Press.

Schleicher, A. (1998). *Je k'a so Yoruba: An intermediate course.* New Haven, CT: Yale University Press.

Appendix G

Modern Language Association
Enrollment at Wisconsin
Undergraduate and Graduate Students

ARABIC

Institutions	1968	1970	1971	1974	1975	1976	1977	1979
Univ. of Wisconsin	36	16	19	? 28	71	18	32	37
*Totals-Title VI (12)	287			317			465	
Title VI/MLA (8.8%)	26.1%			17.0%			15.1%	
Totals-MLA (136)	1100	1333		1860			3070	

Special request from MLA database other data from African Studies Program.

Brod, R.I. & Welles, E.B. (2000). Foreign language enrollments in the United States institutions of higher education. ADFL BULLETIN, Vol. 31/2: 22-29.

Brod, R.I. and Huber, B.J. (1992). Foreign language enrollments in United States institutions of higher education. ADFL BULLETIN, Vol. 23/3: 6-10.

Brod, R.I. (1988). Foreign language enrollments in US institutions of higher education - Fall 1986. ADFL BULLETIN, Vol.19/2: 39-44.

Johnson, D.E. Blass, B.A. et. al. (1976). *Material development needs in the uncommonly taught languages: Priorities for the future.* Washington, DC: Center for Applied Linguistics.

The funded (NDEA/HEA Title VI) African Studies Centers vary over the years. FY 2000-2002, the comprehensive centers comprised: Indiana University, Michigan State University, Ohio University, Stanford University, University of California-Berkeley, University of California-Los Angeles, University of Florida, University of Illinois-Urbana/Champaign, University of Wisconsin-Madison, and Yale University.

African Language Instruction

* Also Title VI Middle East Language and Studies Center

African Language Instruction

Institutions	1980	1981	1982	1983	1984	1985	1986
Univ. of Wisconsin	39	39	53	32	39	38	41
*Totals-Title VI (12)	561			518			533
Title VI/MLA (8.8%)	16.2%			15.1%			15.6%
Totals-MLA (136)	3466			3436			3417

Institutions	1990	1995	1996	1998	1999
Univ. of Wisconsin	40	40	29	34	37
*Totals-Title VI (12)	577	833		857	
Title VI/MLA (8.8%)	16.6%	18.7%		15.5%	
Totals-MLA (136)	3475	4444		5505	

Institutions	2000	2001	2002
Univ. of Wisconsin		41	
*Totals-Title VI (12)			
Title VI/MLA (8.8%)			
Totals-MLA (136)			

HAUSA

Institutions	1966	1967	1968	1969	1970	1971	1973	1974	1975	1976	1977	1979
Univ. of Wisconsin	5	2	19	15	23	16	11	23	19	3	11	11
Totals-Title VI (8)												
Title VI/MLA (.)												
Totals-MLA* ()			62					46			67	

Institutions	1980	1981	1982	1983	1984	1985	1986
Univ. of Wisconsin	6	6	9	6	6	10	11
Totals-Title VI (8)							
Title VI/MLA (.)							
Totals-MLA* ()	70			27			60

Institutions	1990	1995	1996	1998	1999
Univ. of Wisconsin		21	12	7	7
Totals-Title VI (8)		52		42	
Title VI/MLA (.)		98.1%		97.7%	
Totals-MLA* ()	132	53		43	

African Language Instruction

Institutions	2000	2001	2002
Univ. of Wisconsin		11	
Totals-Title VI (8)			
Title VI/MLA (.)			
Totals-MLA* ()	132		

SHONA

Institutions	1980	1983	1986	1990	1995	1998
Univ. of Wisconsin	NA		5		0	0
Totals-Title VI (12)					20	7
Title VI/MLA (.)					50%	100%
Totals-MLA* ()	13	11	40	8	40	7

SWAHILI

Institutions	1964	1965	1966	1967	1968	1969
Univ of Wisconsin	20	47	46	40	57	54
Totals-Title VI (12)					211*	
Title VI/ MLA (31.6)					34.7%	
Totals-MLA* (38)	374				608	

* Richard Thompson - 374 enrollment, 62% of nation
# Exact enrolment not cited by university (also Duquesne University and Howard University
MLA enrollment statistics (W.R. Parker)

Institutions	1970	1971	1974	1975	1976	1977	1979
Univ of Wisconsin	58	44	? 23	54	33	80	27
Totals-Title VI (12)			213			288	
Title VI/ MLA (31.6)			13.4%			12.9%	
Totals-MLA* (38)	1787		1587			2225	

Institutions	1980	1981	1982	1983	1984	1985	1986
Univ of Wisconsin	33	13	9	32	27	41	47
Totals-Title VI (12)	107			208			390
Title VI/ MLA (31.6)	18.6%			35.7%			35.9%
Totals-MLA* (38)	576			582			1086

Institutions	1990	1995	1996	1997	1998	1999
Univ of Wisconsin	41	45	45		41	7
Totals-Title VI (12)	552	436			533	
Title VI/ MLA (31.6)	45.7%	36.3%			42.9%	
Totals-MLA* (38)	1209	1209			1241	

Institutions	2000	2001	2002
Univ of Wisconsin		34	
Totals-Title VI (12)			
Title VI/ MLA (31.6)			
Totals-MLA* (38)			

XHOSA
(Sotho or Zulu)

Institutions	1964	1965	1966	1967	1968	1969	1970	1973	1974	1975	1977	1979
Wisconsin	22	6	9	9	6	6	7	5	9	13	4	3
Totals-Title VI ()												
Title VI/MLA ()												
Totals-MLA ()									? 7		16	

Institutions	1980	1981	1982	1983	1984	1985	1986
Wisconsin	12	1	1	(2)	(5)	(8)	1
Totals-Title VI ()							
Title VI/MLA ()							
Totals-MLA* ()	41			23			38

Institutions	1990	1995	1998
Wisconsin	NA	NA	NA
Totals-Title VI ()		34	68
Title VI/MLA ()		63.0%	100%
Totals-MLA* ()	63	54	68

YORUBA

Institutions	1968	1973	1974	1975	1977	1980	1983	1986
Univ. of Wisconsin		6	11	8	2	NA	NA	NA
Totals-Title VI (12)								
Title VI/MLA ()								
Totals-MLA* ()	24		87		37	127	93	107

	1990	1995	1996	1998	1999
Univ. of Wisconsin		2	12	7	7
Totals-Title VI (12)		50		33	
Title VI/MLA ()		46.3%		47.8%	
Totals-MLA* ()	134	108		69	

	2000	2001	2002
Univ. of Wisconsin		3	
Totals-Title VI (12)			
Title VI/MLA ()			
Totals-MLA* ()			

Appendix H

FLAS Fellowships
1967-2002

	1996-97	Sum 1997	1997-98	SCALI 1998	1998-99	Sum 1999	1999-00	SCALI 2000	2000-01	SCALI 2001	2001-02	SCALI 2002
Afrikaans										1		
Arabic		3		1	1		1	2	2	1	3	
Bamana										1		
Fula	1		1							3		
Hausa							2		3		1	
Setswana								1				
Shangana			1									
Shona				2								
Swahili	4		2	2	3		3		2	1	4	
Yoruba	1		1							2		
Zulu	1	2		3	1			1		2		
Total #	7	5	5	8	5	?	6	4	7	11	8	?
FUNDING	$114.6	$15.2	$112		$112		$132		$168	$36		

funding in $1000 increments

African Language Instruction

	1990-91	Sum 1991	1991-92	Sum 1992	1992-93	Su 19
Arabic	3		3		2	1
Bambara		1				
Hausa					1	
Krio				1		
Malagasy						
Sotho						
Swahili	6	3	2	1	3	5
Wolof		1				
Yoruba				1		1
Zulu				1		1
Total #	9	5	5	4	6	8
FUNDING	$127.1	$17.8		$12.2	$91.6	$1

m 93	1993-94	Sum 1994	1994-95	Sum 1995	1995-96	Sum. 1996
		2	2	2	1	
	1	4	1		1	
					1	
					1	1
	4	1	3	1	1	3
						1
	1	2	1	2	1	1
						1
	6	9	7	5	6	7
3.8	$97.7	$11.5	$111.6	$16.1	$114.6	$14.2

	1985-86	Sum 1986	1986-87	Sum 1987	1987-88	Sum 1988	1988-89	Sum 1989	1989-90	Sum 1990
Arabic	1				2	2	1		3	1
Bambara								1		
Hausa						1	1		1	
Lingala								1		
Shona							2		1	3
Swahili	4	4	10		8	1	1		3	2
Temne								1		
Yoruba										2
Zulu	2									
Total #	7	4	10		10	4	5	3	8	8
FUNDING	106.6		92.2		195.3		106.7		104.3	18.4

	1980-81	Sum 1981	1981-82	Sum 1982	1982-83	Sum 1983	1983-84	Sum 1984	1984-85	Sum 1985
Arabic									2	
Hausa									1	
Swahili									5	
Zulu									1	
Total #									9	
FUNDING			100.1		99.0		87.1		100.9	

	1967	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
Arabic											
Hausa											
Swahili											
Xhosa											
Yoruba								2			
Total #	11					19					
FUNDING											

Data not available; most languages offered a NDFL/FLAS fellowship

Total FLAS Allocations
for Major Languages
(1984-2001)

Region	Language		Total
East Africa:	Swahili	92	92
North Africa:	Arabic	42	42
South Africa:	Shona	6	22
	Zulu	16	
West Africa:	Hausa	18	34
	Yoruba	16	

Appendix I

Time for Acquisition by Language Difficulty[4]

Intermediate rating - 1 (Minimal Proficiency)

Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on very familiar topics. Errors in pronunciation and grammar are frequent. Speaking vocabulary inadequate to express anything but elementary needs. Can be understood by "native" speaker used to dealing with foreign speakers.

Advanced rating - 2 (Limited Working Proficiency)

Can narrate and describe in the past, present, and future. Can sustain long discourses. Uses circumlocutions. Speech and writing in paragraphs. Discussion on concrete topics. (biographies, life, work, feelings, current events) Ability to live off economy necessary for work or research. Able to deal with complex survival issues. Great sensitivity with the culture and sociolinguistic competence. Capable of translation and paraphrasing. Errors comprehensible to "natives" NOT used to dealing with foreigner.

Superior rating - 3 (Professional Proficiency)

Can handle unknown topics and situations, give opinions, hypothesize, give explanations, and detailed descriptions. Errors rarely interfere with comprehension or disturb educated "native" speaker. Strategic and discourse competency high. Sociolinguistic competency (register shifts) is still evolving.

	LEAST DIFFICULT LANGUAGE (I)	
Swahili	Intermediate Proficiency	240 hours
(French/Italian/Spanish)	Advanced Proficiency	480 hours
	MEDIUM DIFFICULT LANGUAGE (II)	
Hausa	Intermediate Proficiency	480 hours
(German)	Advanced Proficiency	720 hours
	VERY DIFFICULT LANGUAGE (III)	
Yoruba/Xhosa/Zulu	Intermediate Proficiency	480 hours
(Hindi/Russian)	Advanced Proficiency	720 hours
	MOST DIFFICULT LANGUAGE (IV)	
Arabic (Anc. Egyptian)	Intermediate Proficiency	480 hours
(Chinese/Japanese/ Korean)	Intermediate High Proficiency	720 hours
	Advanced Proficiency	1320 hours

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[4] Classification recommended by Foreign Service Institute, Defense Language Institute, the Inter-Agency Language Roundtable, American Council on the Teaching of Foreign Languages, and the Educational Testing Services.

LEAST DIFFICULTY LANGUAGE (480 Hrs)

Sample Case 1992
French, Italian, Spanish

I	First year - 101, 102		
	50 min. x 5 days/wk x 15 wks/2 sem.	= 125 hrs.	TA
II	Second year - 203, 204		
	50 min. x 4 days/wk x 15 wks x 2 sem.	= 100 hrs.	TA
III	Third year - 3xx, 3xx		
	50 min. x 3 days/wk x 15 wks x 2 sem.	= 75 hrs.	Fac.
Total UW			**300 hours**

Swahili

I	First year - 331, 332 Swahili		
	100 min. x 3 days/wk x 15 wks x 2 sem.	= 150 hrs.	TA
II	Second year - 333, 334 Swahili		
	50 min. x 4 days/wk x 15 wks x 2 sem.	= 100 hrs.	Fac.
III	Third year - 435, 436 Swahili		
	50 min. x 3 days/wk x 15 wks x 2 sem.	= 75 hrs.	Fac.
Total UW			**325 hours**

1999

I	First year - 331, 332 Swahili		
	100 min. x 3 days/wk x 15 wks x 2 sem.	= 150 hrs.	TA
II	Second year - 333, 334 Swahili		
	50 min. x 4 days/wk x 15 wks x 2 sem.	= 100 hrs.	Fac.
III	Third year - 435, 436 Swahili		
>	**50 min. x 4 days/wk x 15 wks x 2 sem.**	**= 100 hrs.** <	Fac.
Total UW			**350 hours**

MEDIUM DIFFICULT LANGUAGE (720 Hrs)

Sample Case 1992-94
German

I First year - 101, 102 German
50 min. x 5 days/wk x 15 wks/2 sem. = 125 hrs.
II Second year - 203, 204 German
50 min. x 4 days/wk x 15 wks x 2 sem. = 100 hrs.
III Third year - 3xx, 3xx German
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
Total UW **300 hours**

Hausa

I First year - 361, 362
50 min. x 5 days/wk x 15 wks/2 = 125 hrs. Fac.

1999

II Second year - 363, 364
50 min. x 4 days/wk x 15 wks/2 = 100 hrs. TA

VERY DIFFICULT LANGUAGE (720 Hrs)

Sample Case 1992-94
Russian

I First year - Russian
50 min. x 5 days/wk x 15 wks/2 sem. = 125 hrs.
II Second year - Russian
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
III Third year - Russian
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
Total UW **325 hours**

Yoruba

I First year - 371, 372
50 min. x 5 days/wk x 15 wks/2 = 125 hrs. Fac.

1999

II Second year - 373, 374
50 min. x 4 days/wk x 15 wks/2 = 100 hrs. Lec.

MOST DIFFICULT LANGUAGE (1320 Hrs)

Japanese
Sample Case 1992-94

I First year - Japanese
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
II Second year - Japanese
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
III Third year - Japanese
50 min. x 3 days/wk x 15 wks x 2 sem. = 75 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. = 50 hrs.
Total UW **525 hours**

Arabic

I First year - 321, 322 Arabic
60 min. x 5 days/wk x 15 wks x 2 sem. = 150 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. = 50 hrs.
II Second year - 323, 324 Arabic
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. = 50 hrs.
III Third year - 445, 446 Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
Total UW **500 hours**

1999

I First year - 321, 322 Arabic
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. = 50 hrs.
II Second year - 323, 324 Arabic
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. = 50 hrs.
III Third year - 445, 446 Arabic Reading
80 min. x 2 days/wk x 15 wks x 2 sem. = 80 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. = 50 hrs.
Total UW **480 hours**

Ancient Egyptian
1999

III "Third" year - 407, 408 (independent studies)
60 min. x 1 days/wk x 15 wks x 2 sem. = 30 hrs.

Appendix J

Wisconsin Summer Language Programs
1969-2002

	Af	Am	Ar	Ba	Bm	Ch	Fl	Ga	Ha	Kk	Kr	Li	Lu
1969		x			x		x		x				
1970													
1971													
1972			x		x		x	x	x	x			
1973													
1974													
1975													
1976			x										
1977			x										
1978			x						x				
1979													
1980			x										
1981			x						x				
1982			x										
1983			x										
1984			x										
1985			x										
1986													
1987									x				
1988													
1989									x		x		
1990									x				
1991													
1992											x		
1993													
1994									x				

	Af	Am	Ar	Ba	Bm	Ch	Fl	Ga	Ha	Kk	Kr	Li	Lu
1995													
1996													
1997													
1998						x			x			x	x
1999													
2000				x		x			x				
2001	x			x			x						
2002													

	Me	Sa	Se	Sh	Sw	Ta	Te	Tw	Wl	Xh	Yr	Zu
1969		x			x				x		x	
1970												
1971												
1972	x				x	x			x	x	x	
1973												
1974												
1975												
1976												
1977												
1978					x							
1979					x							
1980												
1981												
1982					x							
1983					x							
1984					x							
1985												
1986					x							
1987												
1988					x							
1989					x		x					
1990					x		x					
1991							x					
1992												
1993					x							
1994					x							
1995					x							
1996					x							
1997												

	Me	Sa	Se	Sh	Sw	Ta	Te	Tw	Wl	Xh	Yr	Zu
1998					x				x		x	x
1999												
2000			x		x					x	x	x
2001					x			x	x		x	x
2002												

Languages

Af - Afrikaans (Diko)
Am - Amharic
Ar - Arabic (Al-Haggaggi, Asfour, Eid)
Ba - Bamana/Bambara (Traore, Coulibaly)
Bm - Bemba (Frost)
Ch - Chewa (Makuluni, Mchombo)
Fl - Fulani (Skinner, Pelletier, Fofana)
Ga - Ga (Kotey)
Ha - Hausa (Skinner, Hunter, Abba, Gimba, Jaggar, Sullivan)
Kk - Kikuyu (Bennett)
Kr - Krio (Sengova, Kamarah)
Li - Lingala (Mulumba)
Lu - Luganda (Nalumaga)
Me - Mende (Kamarah)
Sa - Sango (Noss)
Se - Setswana (Rakobane)
Sh - Shona (Carter)
Sw - Swahili (Harries, Bennett, Hauner, Lepine, Besche, Senkoro, Mweti, Musaka)
Ta - Tamazight (J. Harries)
Te - Temne (Kamarah)
Tw - Twi (Ofori)
Wl - Wolof (Makward, Correa, N'gom, Sy)
Yr - Yoruba (Sterk, Sekoni, Schleicher, Oyo, Afolabi)
Xh - Xhosa (Kunene, Diko)
Zu - Zulu (Mbeje, Sosibo)

Appendix K

Outreach Swahili Programs

UW-Education, College for Kids: 1991-95		$600/program
Kayla Chepyator	(Afr. Lang. & Lit.)	
Kathleen Smythe	(History)	
UW-Education, College Access: 1993-96		$350/program
Kayla Chepyator	(Afr. Lang. & Lit.)	
Kathleen Smythe	(History)	
Anne Lessick-Xiao	(Afr. Lang. & Lit.)	
	* Africans *	
Leocadie Nahitakiye	(Afr. Lang. & Lit.)	
Josephat Chang'aa Mweti	(Curric. & Instr.)	
UW-Health Science, Summer Enrichment: 1992-95		
Kayla Chepyator	(Afr. Lang. & Lit.)	$300/program
	* African *	
Josephat Chang'aa Mweti	(Curric. & Instr.)	$350/program
MMSD-Thoreau Elementary: 1992-93		$750/program
Anne Lessick-Xiao	(Afr. Lang. & Lit.)	
Kathleen Smythe	(History)	
MMSD-Emerson Elementary: 1993-94		
Jonmi Koo	(Afr. Lang. & Lit.)	Volunteer
MMSD-West High School: 1989-91		$10,000
Laura Fair	(History)	
Anne Lessick-Xiao	(Afr. Lang. & Lit.)	
	* African *	
Francis Eshun	(Afr. Lang. & Lit.)	
UW-Milwaukee, Institute for Race and Ethnicity, West High teaching materials: 1988		$500
Laura Fair	(History)	
Robert Tabachnick	(Prof. Curric, & Inst.)	
Carroll College: 1991, 92		$1500/program
Kayla Chapyator	(Afr. Lang. & Lit.)	
Kalamazoo College: 1995		$2000/summer
Kayla Chapyator	(Afr. Lang. & Lit.)	
South Madison Neighborhood Center: 1994		? $
Josephat Chang'aa Mweti	(Curric. & Inst.)	
WilMar Neighborhood House: 1992, 93, 94		$500/program
Anne Lessick-Xiao	(Afr. Lang. & Lit.)	
Mark Plane	(Afr. Lang. & Lit.)	

* African *

Josephat Chang'aa Mweti (Curric. & Inst.)

African American Ethnic Academy of Madison: 1998 $ volunteer
BioPharmaceutical Technology Center Institute
Katrina Thompson (Afr. Lang. & Lit.)

Appendix L

National African Language Resource Center
(FY 1999-2002)

<african.lss.wisc.edu/nalrc>

Staff

Director:
Antonia F. Schleicher (1999-02)

Assistant Directors (academic staff):
Carol Compton (Fall, 1999) [Southeast Asian Languages]
Ani Hawkinson (Fall, 1999) [African Languages]

Program Assistants (classified staff):
Mary Jo Studenberg (Fall, 1999)
Aiming Wang (2000-01)
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Signature: Patricia S Kuntz

Printed Name/Position/Title: Patricia S. Kuntz

Organization/Address:
905 Harrison St.
Madison, WI 53711-2186

Telephone: (608) 238-4329

FAX:

E-Mail Address: [illegible]wisc.edu

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